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ABSTRACT

This report is the official record of an open forum on recommendations from the 1991 White House Conference on Library and Information Services sponsored by the U.S. National Commission on Libraries and Information Science (NCLIS), a federal agency charged with advising the President and the Congress on library and information policies and plans. The forum was planned to help participants and the NCLIS become familiar with the range of concerns and possibilities pursuant to the Conference and to assist NCLIS Commissioners in deciding priorities for future work. Twenty-seven representatives of libraries, information services, education, and public and human services spoke at the forum and another 32 submitted written statements. Most of the participants represented national organizations, and they commented on Conference recommendations of special interest to their organizations and what they intend to do regarding those recommendations. Access to information, libraries' participation in the National Research and Education Network, intellectual property law, preservation, education reform, and libraries as educational institutions received much attention at the forum. Other priorities included recommendations that address family literacy, the Literacy Initiative to Aid the Disadvantaged, meeting the needs of a diverse population, multicultural/multilingual programs, and the focus on children and youth through the Omnibus Children and Youth Initiative. This report contains press releases describing the conference; White House Conference Recommendations as reprinted from the Conference Summary Report; and an index of the 38 organizations whose comments are included. (KRN)

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U.S. NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

OPEN FORUM ON RECOMMENDATIONS OF THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

– – –

MARCH 10, 1992

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The Forum was held in Room 1134
U.S. Department of Education,
400 Maryland Avenue, S.W.
Washington, D.C.

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United States
National Commission
on Libraries
and Information Science

NEWS RELEASE

1111 18th Street, NW Washington DC Suite 310 (202) 254-3100

FOR IMMEDIATE RELEASE
January 22, 1992

FOR INFORMATION CONTACT
Peter R. Young or Jane Williams

NCLIS HOLDING OPEN FORUM TO FOLLOW UP ON WHITE HOUSE CONFERENCE

WASHINGTON, D.C. - During its January 9-10, 1992, meeting, the U.S. National Commission on Libraries and Information Science (NCLIS) selected March 10 for an open forum as part of its followup on the recommendations from the July 1991 White House Conference on Library and Information Service (WHCLIS). The forum will give national organizations and allied groups -- including those of elected and appointed officials from government and education -- an opportunity to review the WHCLIS recommendations of special concern and interest to them and their plans in support of the recommendations. NCLIS Chairman Charles E. Reid commented, "The forum should help the Commission and all participants become familiar with the range of concerns and possibilities pursuant to the White House Conference."

Invitations to participate in the open forum are being sent to national organizations. Regional and local groups are welcome to attend as well, but opportunity to address the forum will be designated first for national representatives.

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The open forum will be held on Tuesday, March 10, 1992, from 9:00 a.m. to 5:00 p.m. in the Henry Barnard Auditorium, Room 1134, of the U.S. Department of Education building at 400 Maryland Avenue, S.W., Washington, D.C. NCLIS Commissioner J. Michael Farrell, who served as moderator for the Open Forum at the White House Conference on Library and Information Services in July 1991, will also moderate the March 10 forum. Other forum panelists include Charles E. Reid, NCLIS Chair, and NCLIS Members Daniel W. Casey and Kay W. Riddle.

In addition to the oral presentations, which the Commission will accept and schedule for March 10, NCLIS encourages written comments on the WHCLIS recommendations. Written comments should be received in the NCLIS office by March 31, 1992. All data gathered as a result of the forum will be considered in formulating NCLIS initiatives to address the implementation of the WHCLIS recommendations.

To sign up to address the forum or to get additional information contact Peter Young, NCLIS Executive Director, or Jane Williams, Research Associate, at (202) 254-3100.

The U.S. National Commission on Libraries and Information Science is a permanent, independent agency of the Federal Government charged with advising both Congress and the President on national library and information policies and plans.

United States
National Commission
on Libraries
and Information Science

NEWS RELEASE

1111 18th Street, NW Washington DC Suite 310 (202) 254-3100

FOR IMMEDIATE RELEASE
March 11, 1992

FOR INFORMATION CONTACT
Peter R. Young or Jane Williams

NCLIS OPEN FORUM ON WHITE HOUSE CONFERENCE RECOMMENDATIONS

WASHINGTON, D.C. - On March 10 twenty-seven people representing organizations for libraries, information services, education and public and human services (list at end) spoke at a forum on recommendations from the July 1991 White House Conference on Library and Information Services (WHCLIS). The representatives addressed the Conference recommendations of special interest to their groups and what their organizations plan to do regarding those recommendations.

The forum was convened by the U.S. National Commission on Libraries and Information Science (NCLIS). Public Law 100-382 authorized the Conference, to be planned and conducted under the direction of NCLIS.

Forum attendees were among the first to see President Bush's statement officially transmitting the WHCLIS Summary Report to Congress. His statement, dated March 6, 1992, refers to educational reform and ends, "As I stated in my speech at the White House Conference, 'Libraries and information services stand at the center of this revolution.'"

Commissioner Michael Farrell was the forum moderator. Other

- more -

forum panelists were Commissioners Daniel Casey and Kay Riddle, along with NCLIS Chairman Charles Reid. Commissioner Farrell commented on the excellent number and variety of statements the panel heard. He added, "The forum was an information-gathering day. We appreciate all these organizations sending representatives, and we hope the day was as useful for them as it was for the Commission. We at NCLIS will consider these statements along with the Conference recommendations themselves and the President's report to the Congress as we decide our priorities for future work."

Access to information, libraries' participation in the National Research and Education Network, intellectual property law, preservation, education reform, and libraries as educational institutions received much attention at the forum. Catherine Belter, speaking for The National PTA, summed up priorities of other groups as well when she said:

> The recommendations that address family literacy, the Literacy Initiative to Aid the Disadvantaged, meeting the needs of our diverse population, the emphasis on multicultural/ multilingual programs and the vitally important focus on children and youth through support of the Omnibus Children and Youth Initiative are areas that the National PTA supports by virtue of our priorities and initiatives.

Those unable to attend and address the March 10 forum have until March 31, 1992, to submit written statements on the WHCLIS recommendations to the NCLIS office. Those statements will be included in the forum's official record. The Commission expects to publish the forum proceedings and/or a summary.

The U.S. National Commission on Libraries and Information Science is a permanent, independent agency of the Federal government charged with advising the President and the Congress on national and international library and information policies and plans.

- more -

Organizations and Their Representatives Addressing the March 10, 1992 Forum Sponsored by NCLIS on the WHCLIS Recommendations

American Association of Law Libraries - Robert Oakley
American Library Association - Marilyn Miller
- American Association of School Librarians - Virginia Mathews
- Association for Library Service to Children - Virginia Mathews
- Association of College and Research Libraries - Patricia Wand
- Black Caucus - Alex Boyd
- Library and Information Technology Association - Dennis Reynolds
- Public Library Association - Nettie Taylor
- Literacy Assembly - Jane Heiser
- Young Adult Library Services Association - Virginia Mathews

Asian-Pacific American Librarians Association - Marjorie Li
Chief Officers of State Library Agencies - Barratt Wilkins
Chinese-American Librarians Association - Marjorie Li
Coalition on Networked Information - Paul Peters
Information Industry Association - Ken Allen
Library of Congress - Carolyn Brown and Daniel Mulhollan
Medical Library Association - Lynne Siemers
National Association of State Educational Media Professionals - Marie Aldridge
National Association of the Deaf - Roslyn Rosen
National Coalition for Literacy - Richard Lynch
National Collaboration for Youth - Gordon Raley
National PTA - Catherine Belter
New Jersey State Library - Alex Boyd
New York State Department of Education - Alistair MacKinnon
Pennsylvania delegation to WHCLIS - Sara Parker
Spanish Education Development Center - Martha Egas
Special Libraries Association - Guy St. Clair
WHCLIS Taskforce - Offie Clark

Other speakers were Scott Armstrong, a founder of the National Security Archive, and Margaret Child, a consultant on preservation.

PROCEEDINGS
Time: 9:08 A.M.

Introduction

MODERATOR FARRELL: Good morning, ladies and gentlemen. I would like to convene the open forum for the U.S. National Commission on Libraries and Information Science. It is good to see everyone here this morning.

This morning we have a very impressive and very active agenda. I am J. Michael Farrell, a Commissioner and Moderator of the Forum. On my right is Commissioner Kay Riddle. She is also Co-Moderator of the Forum, and on my left is Daniel Casey, a Commissioner and Co-Moderator of the Forum.

Also in attendance today, and I'd like to introduce, Mr. Charles Reid, Chairman of the National Commission. Also attending is Elinor Swaim, a Commissioner, and Winston Tabb, the Associate Librarian for Collection Services at the Library of Congress, who represents on the Commission the Librarian of Congress, Dr. James Billington.

At the outset, let me state on behalf of the Commission that I would like to thank our host, the Department of Education, for use of this auditorium today.

The July 1991 White House on Libraries and Information Services was planned and conducted under the direction of the U.S. National Commission on Library and Information Science. As you know, the Conference was held in Washington, D.C. from July 9-13, 1991.

On November 21, 1991 the conference report and recommendations were transmitted to President Bush. On March 6, 1992 President Bush transmitted his summary report to Congress, a copy of which you will find on the back table.

In the President's transmittal he stated, and I quote, "I wish to commend the National Commission on Libraries and Information Science for its key role in making the Conference a success. The recommendations, thoughtfully considered by the delegates in the Conference are intended to help frame national library and information service policies for the Nineties."

The President continued, and I quote in part, "The 1991 White House Conference on Library and Information Services has generated many worthwhile recommendations. Clearly, those ideas illustrate not only the changing role of libraries but also the revolutionary changes affecting our society."

The President implored Congress, and I would like to quote, "I would urge the members of Congress to review these suggestions carefully and consider them in any future deliberations regarding literacy and library and information services."

This open forum is not a decision making meeting. It is a day of information gathering for the Commission and, we hope, for all of you as well. Today we hear from representatives of the National Library and information science organizations, along with our colleagues in education, government, and public affairs.

Our purpose is to receive from you and your organizations what you perceive to be the most important and/or priority Conference recommendations. The White House Conference Summary report, the President's recommendations, today's statements and discussions are the primary materials the Commission will utilize as we advise the President and Congress on the priorities necessary for ensuring that the library and information services are adequate to meet the needs of the people of the United States.

The procedures for this open forum were explained in memos sent to today's speakers. Also at the registration desk is a sheet listing the procedures, but I would like to quickly review them.

Each organization's representative wishing to make a statement at the Forum should have notified the Commission's office of such intent in advance. As you will note, I think it's twenty-eight individuals on behalf of their organizations or themselves who have asked to appear.

It's quite an ambitious undertaking. However, time permitting, at the end of the scheduled statements other Forum attendees who did not note their intention to present testimony will be invited to make statements. If they would, if they could either sign in on the sheet or let Mr. Casey, Ms. Riddle or myself know at the break at noon, we can accommodate you.

Time keeping will be done automatically with a set of lights appearing at the speaker's table. The speaker's table will be right in front of me, if you could come up as you are called to present your

testimony. The green light will appear with two minutes of each speaker's time remaining, with a yellow light appearing at one minute, and when a red light comes on the speaker's allotted time has expired.

The Forum will be recorded. NCLIS expects to publish a summary of the Forum. In order to assist us in preparing this summary, if you have a written statement of your presentation, it would be greatly appreciated if you would give a copy to the recorder and a copy to either Jane Williams or put it at the front of the table so we can make sure we have a correct understanding of your statements.

Persons unable to attend or address the Forum have until March 31, 1992 to submit written statements to the Commission's office. Those statements will be made part of the official record of the Forum. As it relates to that, if something comes up, if any of you would like to enter additional statements, facts, figures, numbers, clarifications, please forward them to NCLIS Headquarters, and they will also be made part of the record.

We are pleased with the number and variety of organizations represented. We have a full day ahead of us, and I know we are all eager to start the presentations.

I would like to attend to one or two housekeeping matters. You will note on the back table there is an order sheet, if anyone would like to order a copy of the Report of the White House Conference. As I stated, the statements -- if we have copies, please forward them. That would be greatly helpful.

At the table you will also find a morning and afternoon schedule. We have attempted to place the presentations in some type of order so that it will, hopefully, flow. Since we do not have statements from anyone, we don't know exactly what they are going to say.

We do have a couple of changes in the schedule, which will start off with a change; but after that, as far as I can tell, everyone will present testimony in the order as set forth in the morning schedule.

Does anyone else have anything to add? Do you have anything to say?

MR. CASEY: No.

MODERATOR FARRELL: Kay, do you have anything to say?

MS. RIDDLE: No.

MODERATOR FARRELL: At that point, I would like to call, and this is out of order, as I said, Roslyn Rosen, the National Association for the Deaf. Due to the fact of our recording this testimony, Jean Lindquist will be at the table with me and the other members of the Commission to interpret for you. Roslyn, we welcome you.

Roslyn Rosen -- National Association of the Deaf

DR. ROSEN (SPEAKING THROUGH THE INTERPRETER): Thank you very much. It's my pleasure to be here and to be given the opportunity to present on behalf of people in the United States who have disabilities or who are culturally different.

My name is Dr. Roslyn Rosen. I'm the President of the National Association of the Deaf, which is the oldest and largest organization of consumers who are deaf or hard of hearing, organizations devoted to improving the quality of life for people who have hearing disabilities, their families and other professionals who work with them or who are interested in them.

According to the National Organization on Disability, about 45 million Americans from every walk of life who have different disabilities which affect one or more of their life functions, such as seeing, mobility, hearing, speaking. Of those 45 million Americans, 22 million have a hearing disability. That's as a result of a number of different reasons, from birth complications, drugs, the aging process, illness, accident, or heredity.

Some of these people have a secondary handicap such as vision or mobility impairments. No matter what the individual characteristics, it is the birthright of every American to be able to participate in the democratic process, to be productive, and to be literate.

Books and education can and must be part of the process for empowerment for all Americans. When I was growing up, my parents got me my own library card, and I became a bookworm. However, the word "deaf" has many, many misunderstandings because of the lack of information and materials.

Hearing people continue to have wrong assumptions about deaf people. That ignorance is compounded by the communication barriers that exist, and the effectiveness of the laws such as the Americans with Disabilities Act may diminish those barriers and fears.

What's more, many deaf people have not yet

achieved a positive self-esteem or reached their potential, because of the ignorance of their own heritage, culture, and knowledge of the community services that are available to them. As citizens of the society, even families of deaf children are in the dark.

Information and networking is part of the problem, and part of the problem is inadequate services and knowledge in the collections of libraries and information services.

I'd like to commend the NCLIS and the WHCLIS for the wonderful job you've done working with all of the people across the country to synthesize the many, many perspectives and the abundant input you've received into ninety-five policy recommendations. Your Information 2000 report will be very valuable in helping us to move from the present into the future.

Of the priority recommendations, all of them are very important and timely, and I believe that they are critical; but there are two other recommendations that I'd like to present for your attention. The first one is for the establishment of a national library center for disabled Americans.

The second is for the establishment of statistics -- a statistical model for determining the impact of the needs of various populations. I believe that those two recommendations, if implemented, would contribute significantly to the successful accomplishments of the other ninety-three recommendations, especially for people with various kinds of disabilities and for people who are culturally, linguistically and ethnically diverse.

I encourage the National Commission to establish a task force to implement those two recommendations, with the goals of establishing a model center and establishing a statistical model for policy and analysis needs, and to determine the quality service effectiveness and to evaluate the services that are provided.

I think that this will lead to the other recommendations being implemented for disabled people and it will emphasize the literacy initiatives to assist people who are disabled, disadvantaged; and it will encourage multi-lingual programs, multi-lingual staff and also recognize libraries as rightful partners in lifelong education and empowerment of diverse Americans.

The National Association of the Deaf is proud to be involved with the current library and information services issues. NAD is also working with the Friends of the Library for Deaf ACTION to establish a network for all friends of the library groups and to confirm that the deaf community is involved in policy making decisions and processes.

Thank you very much for the opportunity to be here today. I'm very happy to present those views, and I'd be happy to respond to any questions that you might have.

MODERATOR FARRELL: Thank you very much. Kay, do you have any questions?

MS. RIDDLE: No.

MODERATOR FARRELL: We thank you very much. On behalf of the Commission we thank you very much for appearing today.

DR. ROSEN (SPEAKING THROUGH THE INTERPRETER): If you can think of any other questions that you would like to ask later, please contact me. I'd be happy to respond to them. Thank you.

MODERATOR FARRELL: We wish you well on your further testimony today.

Our next witness for this morning is Scott Armstrong, a founder of the National Security Archive. I could think of many questions we would like to have asked Ms. Rosen. However, due to time factors and the number of witnesses today, we are going to try to move through this. At that, Mr. Armstrong.

Scott Armstrong -- Founder, National Security Archive

MR. ARMSTRONG: Thank you, Mr. Chairman. I'm afraid I may not improve of your time situation, but I'll try not to worsen it.

I'm very pleased to appear here. My name is Scott Armstrong. I'm an author and formerly reporter with the Washington Post.

MODERATOR FARRELL: We won't hold that against you.

MR. ARMSTRONG: You may when I'm finished.

I left in 1985 to write a book on foreign and defense policy and, in the process, founded the National Security Archive, a nonprofit library facility located in the Brookings Institution in Washington, D.C. and devoted to serving the needs of citizens, journalists, scholars, and former officials for declassified national security information.

I'm presently the visiting scholar of international journalism at American University's School of Communications. I appear before you,

however, as a consumer and purveyor of government information. I'm here because I care deeply about these issues.

While I could address each recommendation of the White House Conference individually, I believe you may find my remarks more useful if I summarize the nature of the problems as I see them today. While I believe that the White House Conference recommendations address these problems, these recommendations are not new. They lack sufficient recognition of (a) the breadth and depth of the current problem, and (b) the responsibility for the problems as they are presently manifested.

The recommendations facing implementation in 1992, propose solutions appropriate to the problems of 1982. In the intervening decade those problems have worsened by several orders of magnitude. They have grown not arithmetically but geometrically.

All the fine recommendations of the White House Conference will be for naught unless the fundamental problem is addressed. Two successive administrations have systematically and deliberately attempted to undermine virtually every statute, every formal agency practice, and every informal government custom which have provided raw and processed information to citizens for decades.

The culture of obstruction has been institutionalized. Secrecy grows like Topsy. What has prevailed is the arrogance of those officials, both political appointees and careerists, who believe the public has no right or interest in government information.

Make no mistake about the nature of my charges. Democrats do it. Republicans do it. This is not a partisan issue. At the same time, it is inescapable that the current dimensions of the problem and its rate of growth are the direct and intentional result of well considered if ill conceived policies of the Reagan and Bush administrations.

From the perspective of a working journalist, these get worse by the day. Government press offices and public relations machinery have grown enormously in an effort to control the nature of the public policy debate.

Over $100,000 is spent on the care and feeding of each major White House, Pentagon, and State Department reporter. At the same time, we are told there is no budget to publish basic recurring sources of information. We are told there is no money or personnel to allow the processing of documents under the Freedom of Information Act.

Recently, a Congressional investigation by Representative Howard Wolpe uncovered a document entitled "Suggestions for Anticipating Requests under the Freedom of Information Act." This is a Department of Energy * document. It is an instructional manual on how to prevent the public from exercising its right to know.

This memo directs a regular review of files to identify what needs to be rewritten "in such a way as to minimize the adverse impact, should they be publicly disclosed." Then destroy the old documents, the memo instructs.

These suggestions advise government employees how to put important record information on "yellow stick-ons" so that if requested under the Freedom of Information Act, the stick-ons could be removed and be deliberately put out of order as separate documents to assure "furnishing out of context copies of stick-ons can render any information released significantly less meaningful."

"In this regard, printing rather than writing in script also generally makes it harder to assign authorship (in context) to a particular note or document." Congressman Wolpe will hold hearings later this week on the origins and use of such instructions. I urge you to stay abreast of his inquiry.

There are hundreds of examples of the Council on Competitiveness chaired by the Vice President intervening to prevent vital information from being collected or from being disseminated or from being utilized on the public's behalf. Tragically, there are also hundreds of examples in the past decade of public employees or contractor whistle blowers having been first ignored, then silenced, and ultimately punished for revealing extensive fraud, safety violations of enormous proportions, and other wrongdoing.

There are no accidental cover-ups in information policy. They are deliberate and systemic. Despite the growth of the use of electronic information by government agencies, it is the official position of this administration that such electronic records as those contained in the agency's internal electronic mail and record systems are not public records.

Rather than requiring the preservation of important records, the National Archives has

* Correction – A National Aeronautics and Space Administration Document

allowed the wholesale destruction of our nation's history. On the eve of the Bush inauguration, only a law suit prevented the electronic erasing of the entire National Security Council database, including the now infamous PROF system.

It is now likely that less documentation will be preserved about important decision making in the Persian Gulf War than is preserved from the Civil War. Rich databases of information collected at taxpayer expense, which are of enormous potential value to the public, are regularly put beyond the reach of the public with artificial and often false claims that it can be retrieved only through software which is unavailable to the public under proprietary rules, and with calculated and unpersuasive arguments that corporate information requires protection from the public.

The Department of Justice has urged other departments, agencies and organizations to adopt the National Security Council's policy that records in each official's office are not agency records but personal files, to adopt the CIA's practice of indexing files under systems which are themselves not accessible under the FOIA or any other internal record keeping system, and to adopt the State Department's successful institutionalization of delays which effectively prevent any particular item of otherwise releasable information from being released for at least three years.

CHAIRMAN FARRELL: Scott, we're taking time from the other witnesses.

MR. ARMSTRONG: The Office of Information and Privacy in the Department of Justice has spread the virus of information obstruction to virtually every organ and cell of our government. The effects of such practices are cumulative.

This is not to say that the National Commission on Libraries and Information Science cannot be effective in this area. The White House Conference's recommendations and priorities register with my interests and needs as a professional journalist, but only vaguely.

We must all be clearer and more straightforward in our thrust. The executive branch is, by and large, directly and solely responsible for most of what we want to change. Simply put, George Bush, Dick Darman, Jim Baker, Dick Cheney and/or Attorney General William Barr could correct most of these problems overnight, if any one of them chose to do so.

If you want to do something effective, hold this administration up to the intense and extensive ridicule and contempt it so richly deserves. Unremitting pressure by the National Commission on Libraries and Information Science would bring the issue to the agenda of this administration.

Most, if not all, of these problems could be resolved in a matter of months. This President must choose whether or not he wishes to continue to be the enemy of the public's right to know.

While we administer triage and, hopefully, find a cure to the information ills plaguing our government, would it not be prudent to demand the current Typhoid Mary of government information stop deliberately spreading their disease.

Thank you for your patience.

MODERATOR FARRELL: Thank you very much for your testimony. It's an all inclusive document. Are you questioning the discretionary function of the Freedom of Information Act exception or is it the processing of the documents?

MR. ARMSTRONG: Essentially, it's every element of information policies administered by the last two administrations; not just the Freedom of Information Act, the Administrative Practices Act, the Federal Record Keeping Act, everything that has been used in an effort to keep the public from information.

MODERATOR FARRELL: Are you against the exceptions that are contained in the Freedom of Information Act?

MR. ARMSTRONG: No. I think the exceptions are appropriate when appropriately applied.

MODERATOR FARRELL: Can I just ask you, when was that Department of Energy document?

MR. ARMSTRONG: I believe it was from last year. I don't believe it has a date on it. I'll be happy to provide a copy to the Commission.

MODERATOR FARRELL: I was General Counsel there once. I'm glad it wasn't when I was around.

(LAUGHTER)

MR. ARMSTRONG: Now I'll be sure to check.

MODERATOR FARRELL: Do you have any questions?

MS. RIDDLE: No. Thank you, Scott.

MODERATOR FARRELL: Thank you very much. Very informative. Excuse me, Scott, do you have a copy of your statement?

MR. ARMSTRONG: Yes.

MODERATOR FARRELL: If you would, provide it to us or the recorder so we can introduce it.

Next I'd like to call Carolyn Brown from the Library of Congress. Good morning. Welcome.

Carolyn Brown -- Library of Congress

MS. BROWN: Thank you. I'm Carolyn Brown, Associate Librarian for Cultural Affairs at the Library of Congress. I want to talk today briefly about libraries and the education of young people, but let me start with a brief personal recollection.

As a child, I was a library junkie. Unlike school where adults told me what to read, the public library provided a sense of adventure because there I could read any book I wanted without adult interference. My mother's urging that I read a bit less and go out and play more only made books more compelling.

During summer I consumed library books as if they were bonbons. Of course, it never occurred to me that I was learning anything. I would have rejected the idea. Learning and education happen in school. The library was fun and an escape.

My immature child's mind radically disassociated libraries from education. Unfortunately, too often the contemporary adult national mind makes the same error. The national discourse on education frequently makes no mention of libraries, an omission evident, for instance, in America 2000.

Too often, the nation proceeds as if libraries had nothing at all to do with education. Each and every one of us here knows better. In any case, certainly, all of us in this room and those of us at the Library of Congress know that there is an intimate connection between libraries and education of young people.

I just wanted to spotlight this morning three library programs that make that link explicit. The first is American Memory. I think many of you are probably already familiar with the American Memory project at the Library that puts whole collections from the Library of Congress onto CD ROM and video disk and makes them available to libraries of all kinds, school, public, college, and university levels.

The project is currently just in its pilot stage. We're testing it on users at thirty-seven sites around the nation. Our preliminary evidence that American Memory is an educational tool that works comes from the elementary, secondary, and college students who have been using it.

Unlike most educational materials that are highly selective, American Memory places raw primary materials directly in the classroom or media center. It provides the excitement of an interactive media environment, but in a setting that encourages further exploration from books and other library resources.

Typical of the enthusiasm that comes from students who have used it is a comment from thirteen- year-old student Simon Rapella of Charles Blackstone Junior High School in Ogsden, California who wrote an assignment on his evaluation form.

"In a book you get to see two or three pictures about a subject. With this you see a view of the whole period, the buildings and everything." When asked how to improve American Memory, one student from Fox Hill Elementary School wrote, "It's perfect." Those are good reviews, right?

A second initiative which tries to forge a link between libraries and schools is our Educators Institutes. Like many colleges and universities, each summer, funds permitting, the Library of Congress brings K-12 educators to the Library for two weeks of concentrated study on a specific topic closely related to the curriculum.

Now in a typical summer institute at most institutions, educators attend academic lectures. They engage in discussions. They talk about how to apply what they've learned to the classroom; but the Library's institutes have two features that are rather unique and unlike what you find in your typical institute.

First, the participants are not just teachers but also librarians. Now we consider librarians to be educators and facilitate their interacting with classroom teachers around substantive issues. For many of them, unfortunately, this is a new experience.

The second unique feature of the Library's institutes is research in the Library's collections. Applicants propose research projects which they complete at the Library with the assistance of Library reference staff. They themselves get to discover in very graphic ways the intimate connections between the resources in the Library and the excitement of learning.

Participants return to their schools with greater knowledge about a subject, an enriched sense of

the power and value of the Library and its value to the classroom, and a commitment to sharing the excitement of discovery with their students.

A third program I want to mention, which is a brand new initiative linking libraries and early childhood education, we're just really announcing today. I'm sure many of you will be very excited about it. It is a direct outgrowth of the White House Conference last year, specifically the Omnibus Children and Youth Literacy Initiative.

This spring, the Center for the Book at the Library of Congress and Head Start will initiate a program to stimulate and develop closer cooperation between librarians who serve children and local Head Start programs.

The program, an outgrowth of the Center's Year of the Young Reader campaign, will develop a resource package that will give specific guidance to Head Start administrators on how to team up with libraries to promote family literacy within Head Start programs.

Initially, the project will be piloted in three state Centers for the Book, not yet selected. We hope that on down the line it may eventually pave the way for significant Head Start grants to schools and public libraries.

We are really excited about the program, which is slated to begin in May with the first official planning session. I might just note that one of the people spearheading the project is here in the audience, Virginia Mathews, right behind me.

To conclude, let me just say, in my life eventually I figured out that in doing all of that reading I had inadvertently learned a great deal, and a more mature self concluded that, if you can read and if you have a library, you can learn anything you want to know. Reading is an education.

It was certainly a revelation to me. We at the Library of Congress are happy to be joining your efforts and those of other people in the room to help the rest of the world figure that out.

Thank you.

MODERATOR FARRELL: Thank you very much. We have one question.

MS. RIDDLE: How widespread is the American Memory? How many schools are participating in that program today? Do you know?

MS. BROWN: We haven't broken it down, because there are elementary, junior high schools, high schools. I would say, about fifteen or sixteen. There are also colleges and universities and public libraries. Part of what we're interested in doing is seeing who uses American Memory, for what purpose.

How it works, in some cases it's actually in the classroom. In some cases, it's in the library. Initially, we thought that it would be a tool for university and college students. What we've discovered is that it works for younger and younger groups, and we do have reports even now at this point from fourth graders who think it's fabulous.

MODERATOR FARRELL: Thank you very much.

Next, Daniel Mulhollan from the Library of Congress. Welcome.

Daniel Mulhollan – Library of Congress

MR. MULHOLLAN: Thank you. I am Daniel Mulhollan, Acting Deputy Librarian for the Library of Congress. Thank you very much for allowing us to speak here today.

Back in 1849 John Ruskin asked, "What do we do as a nation care about books? How much do you think we spend altogether on our libraries, public and private, as compared with what we spend on our horses?"

Well, we did a little historical research for the past 150 years. The situation is the same. In 1988, the last year for comparable figures, American consumers spent over $15 billion on horse racing, horse sales, and veterinary care, while the American public in academic libraries had a total of $6,432,000,000. So less than half, I'm afraid, is spent.

The overwhelming imbalance in these expenditures is one reason why the Library of Congress participated in the second White House Conference in July and why we're here today, to share our plans in support of the Conference recommendations.

The recommendations of special interest to us include funding for increased appropriations for all types of library and information services, as well as for sufficient funding to aid U.S. productivity. The chart I'm displaying, which is also available in the back, is one we use in our appropriations hearings.

It shows, state by state, the services the Library of Congress performs for the American people, and graphically sets forth the justifications for the Library's operating budget and the modest nine

percent increase we asked for for Fiscal Year '93. American Memory is, in fact, one of those items noted on the map. You can take a look at the states that are participating.

The services that the Library of Congress provides to the nation contribute to the national productivity by economical use of resources. In Fiscal Year 1992, for example, with a total appropriation of $328.2 million, we estimate that the Library of Congress will save the American public and academic libraries $387.5 million, because these libraries can use the cataloguing records created by the Library of Congress rather than prepare original records.

Through our foreign acquisitions program, the Library assists major American research libraries in acquiring foreign materials. Through six field offices scattered throughout the world, the Library works with local book dealers to purchase materials at much lower prices than the research libraries could. Savings realized by the research libraries amounted to several million dollars last year.

National productivity is also enhanced by our preservation activities, protecting the American historical record for current study and future use by the scholarly, business, scientific and technical communities.

In this era of expanding information technologies, the U.S. science and technology establishment is not making efficient use of its own products. As a major national information resource, the Library of Congress must play a leadership role in facilitating the more adequate exchange of information in science and technology fields, so that the full benefit of the products of the U.S. technological establishment can be realized in present scientific, engineering and mathematics practices, in industrial developments, in science, engineering and mathematics education and training.

The Library has requested $800,000 for Fiscal Year 1993 budget to establish a National Center for Science and Technology Information Services, including an automated reference center. If funded, the center will be implemented in several parts, the national referral database, an electronic directory of Federal information services, and an in house gateway service to existing great literature databases.

Plans also include the installation of an automated geographic information system to provide easy access to geographic information in heavy demand by the business and technical communities.

Thanks in part to the recommendations of the White House Conference participants, the High Performance Computing Act is now law. In support of the National Research and Education Network (NREN), the Library hopes to expand its use of INTERNET.

For example, if we can produce bit-mapped images of materials, we can offer our unique collections of foreign technical documents to the science and technology community via the INTERNET. There may be opportunities to make other content oriented collections available over INTERNET in the future.

The Library is a member of the Coalition for Networked Information and is currently participating in the test project of the Z39.50 computer information retrieval protocol for the construction of information service.

In addition, fourteen of the state library agencies participating in an LC direct pilot, as indicated again on the map, are using INTERNET now, and the Library is moving toward using the INTERNET for cheaper telecommunications access for our shared cataloguing activities, which is also noted on the chart.

The Library's role in the nation's information infrastructure is unique. As we look to the future, we can't predict that the country will ever close the spending gap between its love of libraries and love of horses, but with the support of an informed Congress mobilized by the continuing efforts of the Conference participants and their networks and supporters, the Library of Congress pledges to do all it can to promote knowledge, democratic access to that knowledge, and the economic competitiveness resulting, in the decades ahead.

Thank you.

MODERATOR FARRELL: Mr. Mulhollan, thank you very much. Can I just ask one question. Does the Library of Congress have access to all of the papers and databases contained in the universities around the country, other than the National Labs?

MR. MULHOLLAN: It can identify those sources that do have access to it. What is envisioned here is sort of like a Yellow Pages to direct someone, saying we may not have direct access to it, but you can go to this source that does have access to it, as I understand it.

MODERATOR FARRELL: A roadmap?

MR. MULHOLLAN: Exactly.

MODERATOR FARRELL: Do you have any questions?

MR. CASEY: You touched very well on domestic programs at the Library of Congress. You just briefly referred to what you're doing in the Commonwealth of Independent States. Now you do an international program. Perhaps that would be a good thing to put in the record, because you are doing some work with the former USSR.

MR. MULHOLLAN: We're doing a number of things. Most of the work for the assistance of Eastern Europe is under the initiative of the task force set up by the Speaker of the House. There also has been an initiative for Eastern Europe under the initiative of the Senate as well for Poland.

We have now -- Chaired by Mr. Frost of Texas and co-chaired by Mr. Jim Leach of Iowa, that task force has now extended parliamentary development assistance which includes focusing particularly on the research capacities of parliamentary libraries, and to assist them, as well as automated services to the Baltic states.

Now there is also a relationship that has been established and approved by the Joint Committee and the Library between the Russian Republic and its parliamentary body and the Congressional Research Service on exchange of documents; but the most systematic assistance of parliamentary development so far has been with the Baltic States.

There is also extended assistance that has been explored for other republics, but nothing formalized yet. We'll be happy to get that information to you.

MODERATOR FARRELL: Mr. Mulhollan, thank you very much. Again, do you have a copy of your statement that you could leave with us?

MR. MULHOLLAN: We'll get that to you.

MODERATOR FARRELL: Thank you very much. I appreciate it very much.

Our next witness will be Margaret Child, consultant on preservation. Good morning, and welcome.

Margaret Child -- Consultant on preservation

MS. CHILD: Good morning. Like the others I'm delighted to be here and to speak on behalf of preservation and the resolutions that were passed concerning preservation at the White House Conference.

I retired two and a half years ago as Assistant Director of the Smithsonian Institution Libraries, and since then I have been fortunate enough to do a number of consulting jobs in the field of preservation. I've done everything from site surveys of small town historical societies in rural Maine to helping OCLC prepare a plan for national distribution of information and assistance regarding preservation using the sixteen bibliographic regional networks that are affiliated with OCLC.

So I look at both the problems of the small individual library and archive and also from the macro level of the national problems of how do you organize an attack on this basic problem.

There has already been testimony this morning that has at least implicitly referred to the importance of information as one of this country's greatest resources, and access to information one can, I think, be taken as a given. Access to information is vital to our continuing technological, economic, political, cultural, and intellectual development; but you can't access information that no longer exists, because the format in which it has been recorded is so inherently fragile that it self-destructs.

This is true of paper -- All paper manufactured since the middle of the Nineteenth Century contains within it the seeds of its own rapid deterioration. -- of many kinds of film, not just nitrate film but most acetate based film; magnetic tapes.

Mr. Armstrong should be worrying just as much about the fact that magnetic tapes have a maximum life expectancy of about ten years. People who don't want to have you read what they've put on tapes don't have to do anything active. All they have to do is wait and delay access until the magnetic bits fly off into the air when you play the tape, not to mention the rapid obsolescence of software, which he did refer to.

Laser disks -- We have no idea. LC is trying to do some research on the longevity, the life expectancy of laser disks, but at the present time we have no hard information on how long that information will last. Again, software and hardware to access information encoded in that way is very rapid, about a five year turnover in both software and hardware.

As a result, there is something far more dangerous and far more pervasive than the

Michelangelo virus, which we all got very excited about last week, threatening our past, present, and future information resources. That is the impermanence of information media themselves.

Preservation is not just a research library problem, as a result. Many people have tried to look at it as something that the research libraries should be worrying about and that didn't really concern the rest of us.

Every lawyer who searches government records in preparing a case, every doctor who accesses a medical information database, every author who expects his work to be read by future generations, every public librarian trying to keep a copy of Pride and Prejudice or Winnie the Pooh on the shelf and available for circulation, everyone building a collection of video tapes or compact discs for future enjoyment at home needs to be worried about the problem of preservation.

As the recommendations of the White House Conference suggested, one of the major things that is needed is a national preservation policy to give direction, focus and moral support to both current and future efforts to address preservation needs. Such a policy should also lay the foundation for a Federal, state and local partnership to preserve information resources of enduring value.

As White House Conference recommendation 8(a) states, a national preservation policy should deal with four broad areas of need: Education and training -- We have far too few people who know how to deal with preservation; nonpaper media, what I have just been talking about, electronic formats in particular; research and development leading to new technological solutions and standards; and the expansion of existing regional centers and the establishment of such centers in regions where none now exist as mechanisms to channel preservation, information services, and assistance to repositories throughout the country.

There is a good implementation plan that has been developed by the people who were concerned in preparing the White House Conference resolutions, and I commend that to your attention for a roadmap for what needs to be done in this very critical area.

Thank you.

MODERATOR FARRELL: Thank you very much. I'm interested in one statement, in that I might have got it incorrect. You said to preserve -- did you say information sources of enduring value?

MS. CHILD: Yes. We don't want to save everything. We would like to save everything but, I mean, we must be realistic.

MODERATOR FARRELL; Who makes the determination what is of enduring value?

MS. CHILD: That's a complex process. At the moment, as a matter of fact, I'm working as a consultant to the Commission on Preservation and Access, trying to develop guidelines for selection for archival materials, the kind of materials that you would find at the National Archives or in a state government archives.

It's a real complex of issues that have to come together in terms of determination of long term value. It's everything from associational -- obviously, letters written by Thomas Jefferson or Abraham Lincoln -- to information that is vital to protect citizens' rights or information that continues to be essential to continue to make ongoing operations, be they private or public sector, possible, registries of deeds, for instance.

MODERATOR FARRELL: There is controversy how government documents are being produced with word processors. The only document you see is the finished product, because all of the drafts and redrafts are destroyed. As Mr. Armstrong, I think, stated earlier -- I'm not sure he wants to get copies of the drafts, but Congress certainly does; because that says who made what comments. Are we trying to get back into that stage also?

MS. CHILD: It depends on the importance of the document that is being drafted. I don't think anybody is going to be terribly interested in the draft I wrote for this testimony.

MODERATOR FARRELL: Well, I disagree.

MS. CHILD: The things I ended up leaving out -- but the process that's gone through in preparing a Federal legislation, I think, would be of great interest. I personally would be much more interested in seeing early drafts of a great novel or a poem or something of that nature, but, yes, that's true. It's a real problem, because it's not going to be permanent if it's just on somebody's disk or if it's not even there.

MODERATOR FARRELL: Thank you very much. Again, do you have copies?

MS. CHILD: Yes. I'll send you a copy in better form than this, on alkaline paper.

MODERATOR FARRELL: Thank you very much.

Our next person to testify is Guy St. Clair, Special Libraries Association.

Guy St. Clair – Special Libraries Association

MR. ST. CLAIR: Good morning. Chairman Reid and members of the Commission, thank you for inviting me.

Many SLA members and staff participated in the White House Conference on Library and Information Services. I myself was a Delegate at Large. Many more of my colleagues from the Association served as volunteers working in topic groups and helping in the Conference Resource Center.

The special libraries community was visible throughout the Conference. SLA's Public Affairs Department produced a booklet given to each delegate providing information about the Association and its membership.

Copies of the Spring 1991 issue of our journal, Special Libraries, which focused on the Conference, were available to attendees as well, and SLA's Board of Directors committed itself to keeping the membership fully informed on the deliberations during and the results of the White House Conference.

Those of us in the library information services profession are keenly aware that the information age is upon us. It has brought with it boundless promise. We were pleased as individuals and collectively as a group to have been part of a conference which examined how libraries and information centers will be part of that promise as we reach the threshold of the Twenty-first Century.

After reviewing the list of final Conference recommendations, we realized that in many cases the Association and its members are already involved in activities relating to many of these issues. Following the Conference, a list was prepared highlighting those recommendations that were considered to be of significant interest and concern to special librarians. The list is attached to this statement.

This material was shared with the membership through articles in Association publications, as well as through informational mailings to the editors of the eighty-five or so chapters and/or division bulletins. In addition, many of our members who participated in the Conference wrote and/or spoke for their local groups about their experiences at the Conference.

Today, I will review portions of the list of recommendations of note to our members. Some, I will omit in the interest of time, since copies are here for you.

Needless to say, since fifty-two percent of our members are in the corporate, for profit sector, we view the establishment of public/private partnerships as a high priority. As for information resources, we support adequate funding and resources for the depository library program.

SLA's Director of Government Relations, as well as two members of the Association, sit on the Government Printing Office's Depository Library Council.

Each SLA member knows the value of marketing his or her special library or information center. Members of our Advertising and Marketing Division, in particular, are keenly aware of how important it is to spread the word about the competencies and contributions of the profession.

Therefore, we have many members within our ranks who would be willing and able to work with this Commission, and we offer them to you for your help if you want to create model programs for marketing libraries.

The national information policy arena is one of great interest and concern to SLA. Late last year the Association produced a book examining this vast area titled National Information Policy: Strategies for the Future. In it, the authors examine such topics as global aspects of information, scientific and technical information, information law, productivity and intellectual property, and they describe SLA's goals and principles relating to the national and Federal information policies.

Special librarians are daily involved in managing special collections, and provide support and expertise to others. For our part, we would encourage more in the way of private/public partnerships in this area rather than depending solely on Federal assistance and support in this era of dwindling government resources.

We are on record in opposition to the contracting out of Federal libraries and information centers, and we continue to support the National Research and Educational Network. Our own networking committee has planned a number of well received programs on the subject at our various annual conferences, and more such programs are planned at our upcoming annual meeting in June in San Francisco.

We at SLA think that part of the

implementation process following the White House Conference is spreading the word about the meeting and the resulting recommendations. Therefore, an excellent place to do this will be at Library Legislation Day held each year during National Library Week.

SLA co-sponsors the day's activities, and we think it would be an excellent opportunity this April to remind Representatives and Senators about the White House Conference, as well as informing those individuals who don't know about what we did.

On behalf of the Special Libraries Association, I appreciate having had this opportunity to share with you some of these activities in which our staff and members have been involved as a result of the Conference, and I will be happy to address any questions you may ask.

MODERATOR FARRELL: Does your term "marketing libraries" include all those activities or does it mean something more specific? Hearing the term, if you were interested in marketing libraries, what does that mean?

MR. ST. CLAIR: Our Advertising and Marketing Division has come up with programs which we hope to implement in the near future for actually convincing the decision makers in industry, in finance, in all areas where productivity is a concern, of the value of information services, of special libraries, of libraries and information services.

We are keenly aware of the need to convince leaders in industry and business how important it is that they understand the value of the information and the materials that come out of their special libraries and information centers.

You remember when Bill Espy spoke about information counselors? We want to convey that to the decision makers in our society, that librarians are information counselors and provide these people with the information they need to succeed in their businesses or their work.

MODERATOR FARRELL: Is it your impression that the "decision makers" don't know about the information sources available?

MR. ST. CLAIR: Yes. We need to do much more, and we're attempting in the special libraries branch of the profession and many other branches of the profession are working on this as well. One of the things we've learned, you see, is that in the special libraries and information services community our accountability is what keeps us going.

If we don't provide the correct information, we're not going to have jobs, and in the business and industry sector that becomes a very important part of the process, of the information process.

Now what we have failed to do in the last few generations is to convey to the decision makers when they get this information, where it came from, how important it is to have these information counselors on their staffs to provide them with this information.

Information services are too frequently taken for granted in many businesses and organizations, and we want to change that.

MS. RIDDLE: Describe briefly how you do that, how you market to these businesses and organizations.

MR. ST. CLAIR: You spend a lot of money. You go after full page ads. You try to provide speakers at their conferences, at their organizational meetings.

For example, I think it's wonderful for special librarians to have their own conference, for me to go out and give a seminar to special librarians; but what we really need to do is have a leader in the special libraries community go and give a presentation at the American Bankers Association or go to the American Medical Association and give that presentation.

Now some of these are happening, and there are some steps being taken, but we need to do more in that area.

MODERATOR FARRELL; I guess, coming from the private sector, dealing with corporations, what you're saying is there are uninformed decisions being made. Is that what you're saying?

MR. ST. CLAIR: No. What I'm saying is that they get the information to make the decisions, but they don't recognize the value of the information providers. What I want to do is make sure that the decision makers understand some of the process.

MODERATOR FARRELL: When the briefing book comes forward, to identify the source of the information.

MR. ST. CLAIR: That's right. That's right.

MODERATOR FARRELL: Mr. Casey?

MR. CASEY: This matter of making the special libraries and information available to the general public is what you're saying. I think that one of the avenues should be the public libraries in a given community.

MR. ST. CLAIR: Absolutely.

MR. CASEY; Have the directors of special libraries in a given community invited the director of the central library, the director of the branch library, public library in a given community to sit down and say, now here's what we have in our chemical library or whatever the case may be, and that's all available.

Are there computers linking the special library with the public library so when a patron goes to the public library, the patron can access the information in the special library?

MR. ST. CLAIR: Okay, you've asked two questions. One is, yes, "In all the library associations, we do attempt to work together?" As a matter of fact, as President of the Association I have now made twenty-two chapter visits.

One of the things I've learned as I get out beyond the metropolitan areas is that the chapters are made up of public, special, and academic libraries all working together. The networking, the informal networking, is vitally important.

As a matter of fact, when I go to places like Baton Rouge, Louisiana, and talk about special librarianship, the public librarians and the academic librarians in the audience say, but wait a minute, Guy, you're talking to us as well. We all do this together. We're all part of the same team, the same goal.

Now to answer your question as to the automated linkage, that depends on how the information was gathered and what the organization is. I can cite you an example of one of my chapter visits where I visited in a community or an area where there were a number of pharmaceutical firms in the same area.

Now all these pharmaceutical librarians cooperate as far as, you might say, nonproprietary information is concerned. They go to meetings. They have brown bag lunches. They talk about how to run their libraries, and they share openly available material; but, of course, they're very careful about not sharing material that has to do with proprietary work and that sort of thing.

Is that a fair response to your question, Mr. Casey?

MR. CASEY: Thank you.

MODERATOR FARRELL: I guess, just in summary, what I'm hearing is that they receive the information, but they don't receive all the information; and the second thing you're saying is that they're not given credit for the information they're providing.

MR. ST. CLAIR: We need to do more awareness. I got really turned on by the concept of the information counselor that Mr. Espy talked about. The special librarians in his organization are there to look through the information, to pull out the information, and then because of their training, their background, their expertise, they decide which bits of that information the decision maker needs.

Now this involves an incredible acceptance of the peer relationship, the professional relationship, between the decision makers and the information counselors, if you follow my drift. Did that help, Mr. Farrell?

MODERATOR FARRELL: Yes. Thank you very much. I appreciate that.

We'll call one more witness, Mr. Robert Oakley of the American Association of Law Libraries, and then we'll take a ten minute break. Mr. Oakley.

Robert Oakley -- American Association of Law Libraries

MR. OAKLEY: Thank you. My name is Robert Oakley. Good morning to you all. Pleased to be here. The American Association of Law Libraries is pleased to testify about the recommendations adopted by the delegates to the White House Conference.

Over 4700 law librarians belong to the American Association of Law Libraries which was formed in 1906 to promote and enhance the value of law libraries to the public, the legal community and the world. Our members work in the libraries of law firms, corporate legal departments, Federal and state agencies, courts and law schools.

The Association is keenly interested in many of the White House Conference recommendations and their implementation. Last year AALL submitted six recommendations to the Conference. Those recommendations dealt with: Access to law related government information in electronic formats; the law library at the Library of Congress; preservation of legal materials, and we heard a nice presentation about that this morning; public access to legal information; support for the depository library program; and support for the National Research and Education Network.

AALL members were pleased to find that all of the Association's recommendations were integrated somewhere into the various recommendations adopted by the Conference.

The core issue addressed by AALL's recommendations as the provision of government and legal information to the public and to other libraries' users we serve in a timely, affordable, and equitable fashion. In fact, the belief in that goal is the cornerstone of the Association's government relations policy and the guiding principle in the Association's efforts to shape and influence legislation, regulations, guidelines, and other governmental policies and practices.

The Association urges the National Commission to join with us in making this fundamental issue a priority in its dealings with other Federal agencies and in pursuing the implementation of the White House Conference recommendations.

One recommendation approved by our Association and the Conference delegates deals with the National Research and Education Network. In December last year President Bush signed Public Law 102-194, the High Performance Computing Act of 1991, which authorizes the development of the National Research and Education Network.

The creation and funding of the National Research Network was promoted in White House Conference recommendation TEC-061. AALL strongly supports the development of the National Research and Education Network and urges the Commission to work with the lead agency, the President's Office of Science and Technology Policy, to ensure that the interests and needs of library and information centers of all types are well represented.

Now one goal of the National Research and Education Network program is to provide for improved dissemination of Federal agency data and electronic information. Several current legislative and administrative initiatives also address this issue, including House Bill 27 72, the GPO Wide Information Network for Data Online Act of 1991, the so called WINDO bill; House Bill 3459, the Improvement of Information Access Act of 1991; and the Government Printing Office's recent report, "GPO 2001: A Vision for a New Millennium."

Citizen access to electronic government information is promoted in several White House Conference recommendations. Our Association's Government Relations Policy states that Federal, state and local governments have a duty to disseminate government information to their citizens. Government information should be available to the public at no or low cost in both traditional and electronic formats.

As these initiatives and recommendations suggest, access to electronic government information represents one of the most challenging issues of the information age. This basic democratic right is threatened when agencies engage in exclusive agreements with commercial publishers and database producers or turn over the distribution of their information to private vendors without taking into account the needs of the general public.

There are a number of major examples of this, but one recent one is the decision by the Department of State to make its electronic information available through the Martin Marietta Corporation.

The Association believes that the private sector plays an important role, but a secondary role, in the dissemination of government information, and that no public or private entity should enjoy a monopoly with respect to government information.

The right of access to this information is also threatened by proposals to tax its use. Currently before Congress is a proposal to charge a royalty for each use or re-use of tariff data. If this idea succeeds, even depository libraries may have to pay and/or charge for the use of government information, and we can expect to see the idea spread beyond tariff data to other government information as well.

The Association urges the National Commission to monitor these evolving patterns of government information dissemination and to participate actively in the debate and negotiations with library organizations and appropriate Federal agencies.

Thank you very much for the opportunity to be here.

MODERATOR FARRELL: Thank you very much. The Department of State/Martin Marietta agreement -- that does not limit -- or does it? -- the private sector going in under FOIA and asking for Department of State information?

If I want to get a document from the Department of State, do I have to go to Martin Marietta or can't I just get a FOIA request?

MR. OAKLEY: It's my understanding that anyone who wants access to the information that's in that computer, which is now a large portion of the Department of State's information, has to pay

at the rate of 1.7 cents per line to see or print out that information.

MODERATOR FARRELL: That's different than the question I'm asking.

MR. OAKLEY: A FOIA request.

MODERATOR FARRELL: I could still submit a FOIA request without going to Martin Marietta?

MR. OAKLEY: It's a good question. I don't know the answer to it. I've not heard of anyone who has explored that possibility. That would appear to leave open the possibility of having a FOIA request for the entire database, which I'm sure is not possible.

MODERATOR FARRELL: You have to be specific, and it's not inexpensive.

MR. OAKLEY: That's right.

MODERATOR FARRELL: Mr. Casey, any questions? Thank you very much, Mr. Oakley.

I think at this point we'll take a ten minute break. If we could be back at 10:30, it would be greatly appreciated. Thank you.

(WHEREUPON, the Forum was recessed briefly at 10:20 A.M. and resumed at 10:35 A.M.)

MODERATOR FARRELL: If I could reconvene the Forum again, please. Our next witness this morning is Marjorie Li, the Asian-Pacific American Librarians Association and Chinese-American Librarians Association. Good morning, Ms. Li. Welcome.

Marjorie Li -- Asian-Pacific American Librarians Association and Chinese-American Librarians Association

MS. LI: Good morning. Mr. Chairman and other distinguished members of NCLIS, I am Marjorie Li. I'm the President-Elect, the incoming President of Asian- Pacific American Librarians Association and the former President of Chinese-American Librarians Association.

I'm very happy and honored to be invited to attend this distinguished Open Forum. The Summary Report of the 1991 White House Conference specified a number of areas which deserve priority attention. Time does not permit me to comment on all of them. However, I would like to address my remarks to two very specific areas:

(1) To emphasize literacy initiatives, to aid the disadvantaged; (2) to encourage multi-cultural, multi-lingual programs and staffs.

Based on my personal experience, insofar as literacy issue is concerned, I have found Asian-Americans, because of their cultural differences and relatively small number, plus many of them not being vocal enough, underserved by their local communities.

Their needs must be addressed. I have been involved in making their needs known to the local libraries in New Jersey. Special emphasis should be given to hiring librarians with Asian languages and the cultural literacy to be able to adequately serve this particular segment of the population; that is, the newly arrived Asian immigrants.

Even though in some cases when Asian personnel, those librarians of Asian heritage, you know, have been hired, they were pigeon-holed to technical processing with very limited contact to the general public that they were to serve.

To correct the situation, librarians of Asian background must be given the opportunity and empowered with authority to reach out to this disadvantaged group.

Closely related to the literacy issue is the development of multi-cultural and multi-lingual programs. Again, I'm going to draw on my experience in the field as a member of Asian-Pacific American Librarians Association and Chinese-American Librarians Association.

I have witnessed the deficiency and low priority being given to funding the development of multi-cultural and multi-lingual staffs and programs. This is particularly serious and crucial in view of radically different linguistic and cultural backgrounds.

I suggest that every effort be made to earmark a certain percentage of budget for developing a minority personnel -- for minority personnel and programs. As stated in both Asian-Pacific American Librarians Association and Chinese-American Librarians Association position papers, "Libraries should develop a systematic and coordinated acquisition plan to collect native language materials that reflect not only the ethnic diversity of the local community but also the world's ethnic and cultural heritages."

Literacy should not be confined to the English language literacy or materials only, but rather we should encourage non-English literacy to prepare our society for the global multi-lingual and multi-cultural world society of the Twenty-first Century.

I think that similar conclusions were also drawn in the 1989 winter meeting of the National

Governors Association. "The U.S. is not well prepared for international trade. We do not know the languages, the cultures or the geographic characteristics of our competitors."

In addition to funding, programming, but not the least, I think attention should also be given to cultivating cultural sensitivity. Today, members of Chinese-American Librarians group and Asian-Pacific American Librarians group have been able to accomplish several tasks.

They include: First, compilation of curriculum resource guide for understanding Asian-Americans; (2) compilation of directories on Asian-American organizations and reading guides on Asian cultures; (3) establishment of scholarships for recruiting library professionals to serve the Asian-American community; (4) outreach programs to promote better awareness of Asian cultures to non-Asian public in partnership with local governments, art commissions and ethnic communities; (5) workshops and conferences to promote Asian-American writers to speak on their experiences.

We have made progress, many of us, in our very separate way, given the very limited resources. In order to do the job, the task is simply far too big for two groups. We need to join hands with others that share the similar kind of goals and objectives, and we need encouragement, support, and leadership from the national level so that we can accomplish our task more expeditiously.

I thank you very much for your attention.

MODERATOR FARRELL: Thank you very much, Ms. Li. A clarification maybe: You talked about the underserved in the Asian community. You mentioned New Jersey. Did you want to limit it to New Jersey or was it a national question?

MS. LI: I believe that was the exception of some of those communities that have the heavy concentration of Asian in the past. Majority of the Asian population are scattered, and this is an advantage that, you know, New Jersey presents a typical example; because they are so scattered. That's why they always appear very small in number in comparison.

I think that, despite the fact that there are needs there, yet they have never been addressed.

MODERATOR FARRELL: But is it just New Jersey or do you find it across the country?

MS. LI: I believe that this is with the exception of New York and California and Hawaii, you know, the rest of the country, in many communities, particularly in the suburbs in the urban areas, some of the newly formed urban areas that Asians needs are underaddressed.

MODERATOR FARRELL; Well, you mentioned the 1989 National Governors Association report. Have you followed up with the National Governors Association on that or have they appointed a person responsible for the Asian community?

MS. LI: I know our former Governor, Governor Kane, was involved in this particular conference and strongly stressed the fact that education in the public schools should stress the foreign languages and then also that geography as a course should be stressed.

I feel that this is a very timely topic for libraries to hook to this particular proposal, to stress the fact that we can provide a support.

MODERATOR FARRELL: But my question really relates, after Governor Kane -- I'm not even sure who the present Chairman is. I'm not sure it makes a bit of difference, as it relates to my question. Do they have somebody responsible and working with you on Chinese matters?

MS. LI: No.

MODERATOR FARRELL; They do not? Have you asked them? Have you been in contact with them?

MS. LI: I think you raise a very valid point. I should have volunteered.

MODERATOR FARRELL: I didn't mean to be critical. I just wondered, is there a relationship going back and forth? Okay, thank you. Mr. Casey?

MR. CASEY: Your encouragement of multi-cultural services in libraries of all types is very important, and there is one aspect which I do not know if you've investigated or not, but I'll ask you.

I think that before our library schools, schools of information services grant a Master of Library Science degree, that that individual should be able to speak one foreign language and read it and write it, in addition to the person's native tongue. Other than speak English, you should have a foreign language and make that a requirement to obtaining a Master's degree.

Now the American Library Association has a Committee on Accreditation, and perhaps you should speak to that committee and see if when it accredits library schools, do they or are they going to require that the graduates be fluent in a second language in addition to the person's native tongue?

Now whether that individual acquires that second language or foreign language, if you will, is going to graduate or is a part of the Master's program, and it doesn't matter too much -- It's a matter of curriculum in the particular university -- but if you want to have better service for multi-cultural individuals and different languages and so forth in our public library, school library and so forth, one of the central things is that the librarians are able to speak a second language besides the native tongue.

MS. LI: Which I agree, because I feel that our members -- the majority are bilingual, bi-cultural, and we have been making a grassroots effort to recruit or either to encourage those that are bilingual and bi-cultural to enter the library schools so they would be able to return to their community to serve the mutli-lingual and the multi-cultural needs of that particular community.

MODERATOR FARRELL: Thank you very much, Ms. Li.

MS. LI: I appreciate the opportunity.

MODERATOR FARRELL: Our next witness is Richard Lynch. Good morning, Mr. Lynch.

Richard Lynch -- National Coalition for Literacy

MR. LYNCH: Good morning, sir. Mr. Farrell, members of the Commission, ladies and gentlemen, my name is Dick Lynch, and I am the Director of the Special Projects Office of the American Bar Association. In that capacity, I serve as Director of the ABA's Special Committee on Law and Literacy.

Today, however, I appear before you in my capacity as Chairman of the National Coalition for Literacy. My remarks today reflect the views of the National Coalition and do not represent the views of the American Bar.

The Coalition, as you may know, serves as the initiator, promoter and advocate for national literacy improvement, and its purposes are: To serve as an authoritative commentator on emerging literacy issues; to sustain and expand public awareness and understanding of literacy and its relation to other social issues; to foster collaboration at the national, state and local levels among public and private institutions; to provide a communications and coordinating forum for its member organizations; to encourage applied research and its effective dissemination; to serve as an information and communication source for the public and for external organizations; and to serve as a leadership voice for the literacy movement.

The Coalition is a relative infant, barely eleven years old. Yet even in its short lifetime, the nation's literacy needs have changed and have become more clear. Our nation was, some forty years before the Coalition was established, in the parlance of the times "the arsenal of democracy."

A mere half-century later, we look upon a very different world. The British Empire is gone and, surprise, surprise, the Soviet Empire as well. Enjoying here at home an uneasy and wounded prosperity, we are, nonetheless, in current language still a "super power."

If we intend to maintain that status and share with the international community the democratic ideals which are the exportable benefits of that status, we need to grasp the essential fact that the armaments of the information age are forged in America's libraries as well as its factories.

An eminent American economist recognized this over thirty years ago when he wrote. "People are the common denominator of progress. So no advancement is possible with unimproved people, and advance is certain when people are liberated and educated.

"It would be wrong to dismiss the importance of roads, railroads, power plants, mills and the other familiar furniture of economic development, but we are coming to realize that there is a certain sterility in economic monuments that stand alone in a sea of illiteracy. Conquest of illiteracy comes first."

From my perspective as Chairman of the National Coalition for Literacy, with those words from John Kenneth Galbraith as a guide, I'm led to conclude that libraries and classrooms are the real arsenals of democracy in this information age. Certainly, it is within these settings that we will produce the people who will be called upon to preserve our freedoms.

The Coalition I serve, a remarkable coalition of public and private institutions, believes that literacy is the cornerstone of meaningful participation in our society.

As the Coalition's Chair and as an interested citizen, I have reviewed the remarkable Summary Report of the 1991 White House Conference on Library and Information Services. On behalf of the Coalition's sustaining members, I would urge the Commission to focus its primary attention on

implementation of those priority recommendations dealing with:

Children and youth literacy initiatives; literacy initiatives to aid the disadvantaged; and the designation and operation of libraries as lifelong educational agencies.

Those, it seems to me, were the most fundamental recommendations flowing from the White House Conference. That is not to say the other priority recommendations do not deserve attention, for they do. Nevertheless, I think there are differences between fundamental policy recommendations and recommendations which merely form the basis for implementing policy.

Thus, a recommendation urging the creation of model library marketing programs is a key means for making more effective, for example, a policy designed to foster youth literacy initiatives; but in and of itself, in my judgment, it is not a policy recommendation.

Again, as an outside observer, I might make the same comment about the recommendation regarding a network super-highway or the recommendation dealing with low density areas.

As one who works with lawyers, courts, and bar associations interested in the advancement of literacy, I tend to think in terms of civic literacy, that quotient of coping skills necessary for Americans to enjoy the privileges and fulfill the obligations of citizenship.

As my colleagues in the National Coalition have taught me over the past seven years, no problem facing this nation is more important than illiteracy, and no group brings more resources to the literacy movement than librarians.

I'm more than pleased to tell you that one of the founding partners of the National Coalition for Literacy was the American Library Association. Indeed ALA has been an indispensable partner.

Your report quotes Thomas Jefferson's eloquent statement, "A democratic society depends upon an informed and educated citizenry." Other distinguished Americans have echoed Mr. Jefferson's words.

During the difficult days in World War II, President Conant of Harvard said this about the objectives of a general education in a free society: "Our purpose is to cultivate in the largest possible number of our future citizens an appreciation of both the responsibilities and the benefits which come to them because they are Americans and are free."

My Coalition colleagues have reinforced my own understanding that literacy brings freedom and that it is indispensable to our society. In opening your Conference, President Bush said that "Information is democracy's greatest and surest weapon, and the world's greatest and surest hope."

The Coalition commends the Commission, its staff, and the hundreds of participants whose combined efforts made last year's White House Conference a success. Now as steps are taken to implement the priority recommendations produced at that conference, we submit that those recommendations dealing with literacy deserve priority attention.

Thank you.

MODERATOR FARRELL: Thank you very much, Mr. Lynch. That was what I would refer to as a policy statement. Is the National Coalition for Literacy taking a position on implementing the recommendations?

MR. LYNCH: No. We would urge that you give priority attention to implementing those recommendations focusing directly on fundamental literacy issues.

MS. RIDDLE: How was your group founded, and what's the charge?

MR. LYNCH: What's the charge?

MS. RIDDLE: What's your specific role?

MR. LYNCH: I included, Ms. Riddle, in my opening statement the one, two, three, four, five, six, seven central purposes for the National --

MS. RIDDLE: You were founded by whom, eleven years ago?

MR. LYNCH; We were founded eleven years ago, and as most coalitions are founded, it was founded by a group of individuals and institutions that had a kindred interest in the advancement of literacy. The American Library Association was a key originator of the Coalition.

MS. RIDDLE: And how funded? How are you funded?

MR. LYNCH: We have very, very modest funding. We were, I'm delighted to tell you, the recipient of a generous gift after the last national literacy honors at the White House. Capital Cities ABC that produced that distributed approximately half the proceeds to sustain the work of the Coalition.

MODERATOR FARRELL: Do you happen to have any up-to-date statistics on literacy? Do you keep those type of statistics?

MR. LYNCH: Mr. Moderator, it depends on

who is doing the counting, as you know. It's anywhere from 23-74 million, and that's definite. That's quite a range.

MODERATOR FARRELL: You sound like an economist.

MR. LYNCH: It's appalling. It's appalling. I can tell you, because of my own particular interest serving a major literacy program in the American Bar, that it is an astounding fact that 75 percent of all incarcerated offenders, both adult and juvenile, in this nation are functional illiterates, and yet in state after state you find the most meager percentage of the state correctional departments budget that goes to deliver adult basic education.

There are some bright exceptions to that. The state of Arizona is doing a magnificent job of trying to provide heavy doses of adult basic education to especially young people and youthful offenders in Arizona, in the hope that it might turn them around.

The statistics are not bright.

MODERATOR FARRELL: Mr. Lynch, we thank you very much.

MR. LYNCH: Thank you, sir.

MODERATOR FARRELL: Our next witness will be Jane Heiser. Welcome. We appreciate your participation.

Jane Heiser – American Library Association Literacy Assembly

MS. HEISER: Good morning. My name is Jane Heiser, and I am here to represent the American Library Association Literacy Assembly, and also all those providers in libraries who have given a tremendous amount of energy over a long number of years to help find solutions and provide services to the literacy problem in this country.

As I started to prepare this statement, as I do with any other statement about literacy, I thought long and hard about what I could tell you. You've just heard a comment about statistics. We could rattle statistics from now until three weeks from now and still not come up with any solution.

I could try to give you both positive and negative stories about literacy activities in libraries and horror stories about literacy activities that don't happen in libraries. Those are well documented in the literature. Those are well documented in other statements prepared by the American Library Association.

So I thought I would try to tell you a little bit about what the Assembly, the Literacy Assembly, is trying to do within the profession and what our goal is. The American Library Association Literacy Assembly came into official being about two and a half years ago, almost three years ago now, 1989, in order to bring some sort of cohesion to the many literacy activities that are occurring in libraries.

I have to tell you it is a direct result of the establishment of the National Literacy Coalition that Mr. Lynch just spoke about, because all the members of the Coalition have an agenda to put their own house in order as we group together, to promote literacy on a national level.

We thought that we needed some sort of focal point within the organization that was cross-divisional, that was across turf lines, to try to move literacy to a higher plane within the profession. This group has the usual objectives, as you can well imagine.

We coordinate. We disseminate. We try to find solutions. We identify issues, and we talk forever and ever. Our most recent accomplishment at the directive of the ALA Council President was to look at an existing literacy policy.

Of course, the American Library Association, being synonymous with literacy, must have a policy that reflects its ideas. In looking at official ALA policy, we discovered that the official policy spoke only to state libraries, which was very interesting since public libraries and other kinds of libraries have been interested in doing literacy service for many, many years.

After about two and a half years of very intense labor over very small words, very large words, commas, quotation marks, etc., we came up with a policy that was perhaps acceptable to the members of the group. I would like to read that to you, because that is where we are going to start our own work to promote literacy within the organization, and it is where we are looking to this body to provide support to us to do that.

The newly established ALA literacy policy which was passed by Council last summer reads: "The American Library Association reaffirms and supports the principle that lifelong literacy is a basic right for all individuals in our society and is essential to the welfare of the nation. ALA advocates the achievement of national literacy through educational activities, utilizing the historical and cultural experiences of libraries and librarians.

"ALA confirms that libraries of all types, as

appropriate to their mission, have the responsibility to make literacy a high priority in planning and budgeting for library services. As pioneers and equal partners in the national literacy movement, libraries will continue to take a strong leadership role and must join with the other literacy providers to urge local, state, Federal, and private agencies to promote active development of literacy on a policy level and to support funding of the literacy services in libraries."

The first question that always comes to the people's mind is what does utilizing historical and cultural experience of libraries and librarians mean? That's kind of a strange phrase.

There really isn't enough time today to enumerate the areas that explain this statement, but a few examples might help. Some will sound familiar to you.

Libraries predate education in the United States. Public libraries were created to educate those who could not continue their schooling. Libraries and librarians help people learn before, during and after their formal schooling process.

Library education for immigrants predates public education for immigrants. Public libraries are the university of the people and all that goes with that connotation. There are many different kinds of educational programs in libraries. There are literacy programs, adult basic education programs, job search and career life planning programs, English as a second language programs, current issues programs, computer literacy programs, cultural literacy programs, programs to fight illiteracy in this country.

MODERATOR FARRELL: If you could just summarize.

MS. HEISER: Libraries serve people. That is our tradition. Over the years librarians have strongly promoted and defended public access to information, to intellectual freedom, to lifelong learning, and all the other things that are important to librarians.

It is our hope that this body will help librarians and support those efforts that have been ongoing over the years, to support literacy as a tool for productivity in democracy. This attitude, this flag waving attitude, for democracy and lifelong learning often stops when you tell librarians that lifelong learning begins at zero, that we must help disadvantaged populations achieve the skills that will allow them to participate in the process.

On behalf of all those literacy workers and would-be lifelong learners, I ask you to make this basic right of literacy a reality for those individuals through the absolute prioritization of the literacy recommendations in these proposals.

Thank you.

MODERATOR FARRELL: Thank you very much, Ms. Heiser. Does the term lifelong literacy mean access to information or something in addition to access?

MS. HEISER: It means access to information, and it means all those things that are in addition to. It means to help individuals to achieve those literacy skills, to maintain literacy skills, and to enhance literacy skills; because without those skills, they cannot access the information.

MODERATOR FARRELL: Would you define literacy for me, as you are using it.

MS. HEISER: The one thing I hate to do is go to a meeting and say our first priority is going to define literacy. Literacy is, I think, to most of the people in the Assembly and to most of the individuals an enhanced version of the stereotype that we have used for years. We --

MODERATOR FARRELL: Let me just ask. Mr. Lynch, I think, was talking about -- and gave very eloquent examples. I mean, the incarcerated individuals who can't read. That's one definition of literacy. You're using, as I understand it, a totally -- an expanded --

MS. HEISER: A very much expanded -- because it was the feeling, in fact a major part of the discussion of the last Assembly, that one of the problems with the current understanding of literacy, and when it's attached to disadvantaged, meaning those particular adults who cannot read nor write.

That is no longer applicable, that in order to promote a literate country that definition must be expanded to include further skills. Being able to read and write is no longer sufficient to cope in today's society.

MODERATOR FARRELL: Is it utilization of information?

MS. HEISER: Utilization of information, the massaging of information, the understanding and processing of information, information being not only reading but the ability to compute, the ability to understand, the ability to process information.

It has a much wider connotation.

MODERATOR FARRELL: Mr. Casey?

MR. CASEY: Would you please tell us the involvement of the Literacy Assembly with English

as a second language? You referred to functional illiteracy. Don't you embrace English as a second language among your concerns?

MS. HEISER: Yes, definitely. English as a second language is often left out of literacy activities. I think the best example, other than library programs in various parts of the country that have those populations in their community -- The best encompassing example I can give you is the state of California's Partnerships for Change Program.

As you may know, California has a statewide literacy campaign and organization that's run through the state library. The Partnerships for Change Program is an effort to train librarians to serve particularly non-English speaking communities, because as you know, the demographics in California are changing, and public libraries need to address those needs.

One of the major literacy needs in that type of community is the need to learn English as a second language.

MODERATOR FARRELL: Thank you very much, Ms. Heiser.

Our next witness will be Ms. Nettie Taylor. Maybe that was a good lead-in for you, those last comments. Ms. Taylor represents the Public Library Association.

Nettie Taylor -- Public Library Association/ALA

MS. TAYLOR: Yes. Wearing a different hat today, representing the Public Library Association, and as a member of PLA. I have to endorse the priority programs and the comments of the last two speakers.

I think my comments today will be somewhat broader than that in terms of what PLA has been doing both prior to and since the White House Conference. PLA was active in preparing for the White House Conference. Beginning in 1986 they created a White House Conference planning committee, and in '89 together with two other ALA divisions, the Association of Specialized and Cooperative Library Agencies and the Library Administration and Management Association, with private support they commissioned the development of an overview of the past Federal support for public libraries.

That publication is "The Federal Role in Support of Public Library Services" by Kathleen Moltz. It has provided valuable background information to delegates in many of the state pre-conferences and to the White House Conference delegates.

In 1990 in a survey of public libraries, the PLA library data services questionnaire included questions to document member library service offerings in the conference theme areas of literacy, productivity and democracy. That publication has been available as our annual report.

As a result of the partnership with ASCLA and with LAMA, there was a three-day conference in Chicago, and it produced a widely endorsed document, "One Nation, 250 Million Individuals, Public Library Services for a Diverse People." PLA is very pleased that most of the recommendations in this document are reflected in the final recommendations of the White House Conference.

For example, as you would not be surprised, the paper strongly recommended that the White House Conference support reauthorization and expanding of the Library Services and Construction Act.

They also recommended continuing and expanded Federal programs of direct and indirect benefit to public library users, such as the National Library of Medicine and the National Library Service for the Blind and the Physically Handicapped.

Following the White House Conference, PLA certainly joined in ALA's support of adopting as the top legislative priorities the support for the Omnibus Children and Youth Initiative, the support for NREN and the importance of access for all libraries to NREN, and support for sufficient funding for libraries to aid U.S. productivity.

PLA sections and committees are continuing to explore ways to contribute their expertise and their enthusiasm to the specific recommendations of the Conference. For instance, there is a Marketing Public Library Services Section which will be working on ways to develop model library marketing programs.

I don't know how far that has gotten underway yet. There is a Services to Children Committee of Public Libraries that will help provide support for the Omnibus Children and Youth Initiative.

There is a multi-lingual materials and library services committee of PLA. That's a resource for librarians in the development of collections and services to our increasing multi-cultural and diverse society.

I have here the specific notation of those recommendations to which these activities refer. The members of the --

MODERATOR FARRELL: Do you want to give those? Do you want to mention those?

MS. TAYLOR: No, because unless I get the document in front of me, I would have to read them to you. I can do that, but I don't know if you need to hear them now. I'll leave a copy of this testimony.

Members of the Special Committee on Small and Rural Libraries, as well as the one on Small and Medium Size Library Section, are acutely aware of the need of rural residents for equal access to information, and a good bit of that discussion in groups that I happened to be a facilitator for at the Conference were in relation to the isolation of people in rural areas and access to the information that they need.

The adult lifelong learning section of PLA, as Jane Heiser has said, for many years has provided training and information to librarians involved in literacy programs. Both its Basic Education and Literacy Committee and its Parent Education Services Committee provide programs and materials for the profession. They also publish a booklist called "Best Books for Adult New Readers."

We are particularly interested in this one. At the urging of the Technology in Public Libraries Committee, PLA has joined the Coalition for Networked Information and has appointed two delegates to that Coalition. PLA has a particular concern for ensuring that public libraries have access to the information that will be provided through NREN.

We feel that they think only scholars, academic, special libraries, people with very scholarly needs within another type of institution will need that kind of information, not realizing all the time that many people come to public libraries for very advanced kind of information, and will need the access through the new technology to get this information.

Public Library President June Garcia has just appointed a special committee called Public Library Advocates. They want to provide a forum for the discussion of the role of the general public in support and improvement of public libraries. This group will try to recommend ways that PLA can provide assistance to local groups who wish to support public libraries.

It is our hope that many of the citizen delegates to the White House Conference will be encouraged to continue their interest and support for public libraries, and maybe the strategies this committee will recommend would move us in that direction.

Finally, the Legislation Committee is reviewing all the White House Conference recommendations now to help position PLA to take an active and appropriate role in helping them to become a reality. The implementation of the White House Conference recommendations, we believe, is a huge opportunity, and PLA looks forward to working with all of you to help make these recommendations a reality.

Thank you.

MODERATOR FARRELL: Thank you very much. Everybody keeps coming back to the marketing aspects of libraries. You mentioned it in the library marketing conjunction, then later on access to NREN.

MS. TAYLOR: I don't have a lot of specific familiarity with the marketing section of PLA, but in my own state of Maryland when I was the State Librarian, we were giving LSCA grants to libraries to develop marketing strategies within their own library system. It continuing now.

What we were finding out was that in order to be successful in getting the public to know about your library services, you needed to market a specific service. You needed to identify a specific clientele and say we are going to try to let that clientele know what we have for them.

MODERATOR FARRELL: Is marketing a public awareness program?

MS. TAYLOR: Yes, but you're marketing public awareness, I think. For instance, on the rural Eastern Shore in Maryland one of the things they were doing was calling in the farmers saying, these are the things that we can help you with, these are the kinds of information we can provide for you in the area of your business, the way you make a living.

They were picking various groups at various times during the year to bring them in, show them through the technology, the materials in the collection, what kind of specific services they could get from the staff.

Now that's marketing from our notion at a local level.

MODERATOR FARRELL: Thank you very much, Ms. Taylor. Again, I'll emphasize, if you

have copies of your statement, we would greatly appreciate it if you leave them with us. Thank you.

Our next witness will be Offie Clark, WHCLIS Taskforce.

Offie Clark -- WHCLIS Taskforce

Mr. CLARK: Good morning, Mr. Farrell, members of the National Commission on Libraries and Information Services. I wish to strongly congratulate you on the excellent second White House Conference that was held, and to especially thank your staff for providing to that Conference, and to those of us who attended that Conference, the recognition of the White House Conference as a process rather than an event.

It's always tempting in something of that magnitude and that importance to confuse it with other things that we've seen, and an awful lot of people tended to confuse it with a political convention. The fact that it was being held in Washington didn't dissuade anyone of that particular concept.

The importance of the convention, is one in which I am sure you are fully aware of. I won't consume your time reiterating the importance, but in my presentation I will refer to the White House Conference process.

I think some of the presentations that I've heard here this morning have pointed out so many of the crucial aspects of process analysis and the importance of being able to view what it is that we're trying to do.

I'm a resident of Harford County, Maryland and, as a lay delegate, I was elected Chair of my delegation, the Maryland delegation, to the White House Conference II. I was wonderfully impressed with the Conference. I found it to be a marvelous experience.

As a result, I am motivated to strive for implementation of all of the viable suggestions that were drawn from this experience. I speak to you today as Co-Chairperson of the library community-based group that grew spontaneously from White House Conference I.

That was almost fourteen years ago.

I speak to you today as Co-Chairperson of a nationwide network of individual, corporate and organizational members dedicated to full realization of the White House Conference process. We, WHCLIST, are proud of our role as monitors and effectors of the implementation of the major recommendations of the first White House Conference.

I speak to you today as Co-Chairman of WHCLIST, with a "t," the White House Conference on Library and Information Services Taskforce. Just as libraries are the base camp for adventures in the continuing voyage of discovery, just so are we, the minions, the workers of the White House process.

We must see to continuous improvement in the process. A presenter might submit to you marketing, for instance, and state that valuing of the information becomes very important. A question that you might have would regard, so what if he doesn't value it? He still has it. He uses it. He makes good use of it. It was used. What's with the valuing business?

A large part of what WHCLIST recognizes and which we like to pursue in evaluating the process is that you can't improve the process if you don't value the elements of the process. The source from which the information came is what the user of the information can then, through his impression, through his appreciation for it, effect changes in. He funds it; he doesn't fund it.

He tells them what he needs more or less of. All of that leads to improvement of that process which is providing him with the information, and improvement of the information process is the key to improved productivity and marketing and all the other elements which get involved in that.

Improvement of the information process is key to literacy. The first thing that you have to do when an individual is illiterate, whether it's information literacy that you're dealing with, whether it is language literacy that you're dealing with, you have to impress that person with the importance of going through the learning process.

Why should I learn a second language? Why do I need to know that there are books in the library that tell me how to deal with my high blood pressure without going to the doctor every week? Why do I need to know what forms I have to fill out in order to get a small business loan? Why do I need to know any of these things? The first process is convincing the individual of the need.

WHCLIST is committed to ensuring the best possible library service to everyone in America. I have been encouraged by the Steering Committee, the WHCLIST transition team, to thank you and your staff for the encouragement and support that you have provided to us over the year.

We're happy to report to you that the power and the confidence of the delegates of White House Conference II and their greatly increased knowledge of the White House Conference as a process has afforded us a major acceleration in the growth and the flexibility of our Taskforce.

We are bigger now. We have a more diverse group. There are things that we can do, and it grew out of an awareness on the part of the delegates, that the White House Conference was a process. It's ongoing, and we have to see to it that it gets better as it goes on.

We are rapidly becoming the strong member based organization that was envisioned by the delegates of White House Conference II. The management of our basic communication and control function is markedly improved, and the knowledge and practices necessary for sound organizational maintenance has been institutionalized and is transferred with the offices and with the committees of the Taskforce.

All of that is to say we're getting better at what it is that we are trying to do, and we've learned over the years how to do that. We will in the 1992- 1995 time frame continue in our role as disseminator of information on the White House Conference process.

We will keep the 2,000-plus delegates and alternates of White House Conference I and II fully informed on the status and the health of the process through our regularly published newsletters and annual conferences.

We will in the 1992-1995 time frame turn with frequency to professional and lay organizations of the library community to give and to receive assistance and cooperation in furthering the White House Conference process.

MODERATOR FARRELL: Summarize now.

MR. CLARK: On April 4-5-6 WHCLIST, with a "t," will hold its annual conference at the Hyatt Arlington in Arlington, Virginia. We will be most honored if all of you could join us there.

I must ask the Commissionors to consider a minor adjustment in the published final reporting date for written comments to the Forum. The annual conference of WHCLIST, as I have just indicated, closes on April 6th. Your date is March 30. This is the first annual conference of WHCLIST since the White House Conference II. It's the first time that the members will all be present. For that reason, we have designed the conference to generate information and ideas of special value to this Commission.

We would submit them to you, to your staff, immediately at the close of our conference for the inclusion in this hearing record. We would ask you to please consider and allow that.

We are overjoyed at what you, the National Commission, has done in establishing the White House Conference process. We are happy to join with you in doing whatever we can to make it a successful process. We are, and remain, the grassroots workers, the key elements of your process. We stand ready to serve.

To further quote James Billington, "Libraries are the link between the memories of yesterday and the possibilities of tomorrow. Librarians are the guardians of our deep resources."

WHCLIST is totally committed to full realization of the White House Conference process. There is no other reason for our existence.

MODERATOR FARRELL: Thank you very much, Mr. Clark.

MR. CLARK: If there are any questions --

MS. RIDDLE: How long do you think it would take your group to prepare a report for this Commission, should we leave this process open?

MR. CLARK: A report on the activity, on the conference that's coming up? We will be providing that report to you within a matter of hours after the close of the conference.

MODERATOR FARRELL: We will take that under consideration. I have a question. WHCLIST with a "t" is involved in the process. If I heard you right -- I might be wrong. -- you are encouraging implementation of all the viable, I think you used the word suggestions.

Now is that something in addition to the recommendations?

MR. CLARK: Well, I probably should have said suggestions/recommendations. They are the same entities. The question as to whether or not we submitted recommendations or whether we submitted suggestions at the White House Conference is one we elected not to try to resolve. They're either suggestions or recommendations. We thought they were resolutions for months there.

MODERATOR FARRELL: You used the word viable.

MR. CLARK: Yes, sir.

MODERATOR FARRELL: Is that saying some of their recommendations are dead on arrival or are you prioritizing some of the

recommendations?

MR. CLARK: Now that's my weasel wording to say that we don't expect everything to pass.

MODERATOR FARRELL: Then my question is: Have you prioritized what you would like to pass?

MR. CLARK: We have elected not to do that. We are striving for coordination with the professional and lay groups that have taken steps in that direction, and our conclusion is that as those lists, as those prioritized lists -- and some of them are lumping several things together -- As those things mature, we will be in support of those things which will implement the process.

MODERATOR FARRELL: Are you a lobbying organization?

MR. CLARK: No.

MODERATOR FARRELL: What are you?

MR. CLARK: We are a grassroots movement of people that are very, very much concerned about America's libraries and their criticality to our nation, both as the wellspring of democracy and as a key to improved productivity as we address our literacy problems, as we try to strengthen our education system, and as we establish firm networks for people who are very much concerned in these areas to communicate across the nation.

We provide education to decision makers. We provide education to professional organizations. We provide leadership and guidance in instances in which organizational elements, both in government or out of government, find themselves in need of a single source to approach to get as wide a perspective as possible.

We are interested in someone who does not have a particular agenda to promote, someone who does not have obligations to its membership that are separate from the needs and desires of the membership. To the extent anyone needs that, we are available to do that. We see that as very crucial to the continuing improvement of the process.

MODERATOR FARRELL: When you say government, you mean both the executive and legislative branches?

MR. CLARK: Yes, and we mean also local governments, as the case may be.

MODERATOR FARRELL: State and local?

MR. CLARK: Yes, State and local.

MODERATOR FARRELL: Thank you. Mr. Casey?

MR. CASEY: You might have touched on this point, but do you have activity at the state level? In other words, you have delegates come to Washington on the 4th, 5th and 6th. When they go back to their respective states, do they have meetings in the states? Do they do things to educate the people in the states in terms of the value of the governors' conferences; because in all the states, most of the states, there were governor's conferences.

What do you do within your own state?

MR. CLARK: The key ingredient that takes place each time that the WHCLIST members are assembled, whether it's with the Trustees Association at the ALA meetings or whether it's at our national conference, has to do with mobilizing the people at the working level, the people back in the states in their local communities.

The idea is to enhance an attitudinal change at that level in terms of what has to be done. The improvement of the process requires that the people who do the process be the implementors and the changers.

The concept that it's going to trickle down from the top, that this commission, or WHCLIST, or ALA, or some other body will sit and decide absolutely what has to be done, and it will then be rained down upon the people is, we think, a rather inefficient way.

While we feel that that process can continue, we are especially struck by a more realistic concept, which has one leg resting on Booker T. Washington and the other leg resting in modern Japan and with the Kai San concept.

Booker Washington's concept dealt essentially with putting down your bucket where you are right now, and Kai San speaks to the concept of let's immediately start doing it. It's been suggested to me that literally, I think, it translates into "You don't need a formal organization to start doing it," that an individual or another individual decides that they can improve the process, that they can make what they do better, they can start doing that.

So it becomes very important that the people at the local community, when they attend our meetings, that they be imbued with the knowledge and the belief that you can now go back and make your library system better.

Because you cannot understand what marketing means and why literacy is such a broad and confusing term, and we get a chance to try to hash these out. We get a chance to work that out, and the people become, in effect, mobilized and encouraged to go back and work towards solving

the problems.

We do spend time trying to encourage management, trying to encourage the organizations that do have power through their size and through their financing and to take specific actions.

It doesn't mean we're cutting that off. It's just that that part goes on anyway. That's the part that attracts attention. That's the part that can send out notices and say come and tell us what you want, and people will do that.

There is that other part of the individual at the check-out desk that has to be concerned about whether or not there's going to be a computer downlink that will enable a local community college in Maryland to talk to one in Arizona, at the very same time with immediate feedback, and look at the people that are there and have a feel for the reaction of the audience in Arizona to what it is that I am saying in Maryland about what we need to be doing.

Those kinds of interconnects -- those are the things that we see as being a vital part of improving the process, and it's what we want to work on.

MODERATOR FARRELL: Thank you. I'd just like to comment. All organizations have power. Just some are a little more active than others.

MR. CLARK: Well, most of the power rests with the individuals.

MODERATOR FARRELL: At this point I'd like to recognize -- Elinor Hashim has joined us here today. She's a Chairman Emeritus of the National Commission. So we appreciate your attending, Elinor.

Our next witness is Marilyn Miller, American Library Association. Welcome.

Marilyn Miller -- American Library Association

MS. MILLER: Good morning. My name is Marilyn Miller and I am the President-elect of the American Library Association. I am testifying today on behalf of the 54,000 members of ALA, the oldest and largest library association in the world.

We are pleased to have this opportunity to report today on our plans for implementation of recommendations of the White House Conference on Library and Information Services.

ALA members began actively working during National Library Week in 1985 to support legislation calling for the second White House Conference on Library and Information Services, as recommended by the participants in the first Conference in 1979. Altogether, seven years elapsed between the initial introduction of the legislation and the actual Conference itself.

At every stage of the planning, ALA members were involved. Many of the members of the Association's eleven divisions focused on issues within their respective areas of expertise and gathered background information to share with those planning the state Governors' pre-WHCLIS conferences.

Prior to the Conference itself, ALA published informational and educational materials on libraries and librarianship for citizens attending pre- conferences across the nation. In addition, a special ALA committee co-chaired by Ann Eastman and NCLIS Vice Chair Emeriti Bessie Moore drafted a common agenda.

This agenda was discussed and further developed with the help of twenty-one organizations affiliated with the Association. Eventually, thirteen overarching issues were set forth, including a total of seventy-five specific recommendations. The issues are outlined in my full draft of my testimony, which I will leave.

After reviewing the WHCLIS Summary Report, "Information 2000: Library and Information Services for the Twenty-first Century", I am pleased to report that over seventy percent of the Association's seventy-five recommendations were encompassed in the WHCLIS recommendations approved by Conference delegates, seventy-five percent of whom were not librarians.

With this background I would now like to bring you up to date by submitting for the record a copy of the resolution adopted January 29, 1992 by the Council, the governing body of the American Library Association, at our mid-winter meeting in San Antonio.

This resolution officially establishes three WHCLIS recommendations as ALA's top legislative priority issues for implementation. They are:

(1) Adopt the Omnibus Children and Youth Literacy Initiative;

(2) Support NREN implementation and access for all libraries; and

(3) Encourage sufficient funding for libraries to aid U.S. productivity.

The Association is also officially on record as

resolved to seek, actively, opportunities for implementation of the remainder of the other WHCLIS recommendations. We will maintain an ad hoc WHCLIS committee to assist in the coordination of our activities designed to implement the Conference resolutions.

In reviewing the thirteen issues initially developed by ALA and its twenty-one affiliates, it is apparent that other WHCLIS recommendations are reflected in that statement of issues. These would be obvious leading issues for us to address as appropriate opportunities arise.

Where they link with the thirteen top WHCLIS priorities, early action would appear to be most propitious. One example is ALA's issue No. 10, materials in all types of libraries are in danger of destruction or disintegration. That must not happen. They must be preserved. This dovetails with WHCLIS No. 6, adopt national programs for information preservation.

Today we have the opportunity to move this forward. A week before the White House Conference ALA adopted a preservation policy. We were able to get copies of that policy in the hands of delegates in preservation discussion groups.

We would be quite willing to have our policy to form the basis of the nation's preservation policy, and I want to take this opportunity to commend it to you.

I should also note that ALA is heartened by the White House Conference recommendations encouraging the Federal government to designate libraries as educational agencies, the nation's only institution charged with lifelong learning.

We will be working closely with our affiliates and other information-related organizations in implementation of the White House Conference recommendations, just as we did in the formation of our original recommendations for the Conference. We are planning to meet with these organizations during National Library Week, April 5-11, to discuss our common agenda and to begin developing plans.

In closing, I would like to offer a personal invitation to every organization here today to join with us in working to enact into legislation the three top priorities of the conference delegates, the Omnibus Youth bill, the implementation of NREN and full funding for libraries.

I would also like to express ALA's appreciation once again for this opportunity to share our thoughts, hopes and plans. In addition, we want to congratulate the Commission for successfully carrying out the White House Conference process thus far.

We certainly have our work cut out for us at all levels, local, state and national. Our mission is crucial, and we cannot fail. Thank you.

MODERATOR FARRELL: Thank you very much, Dr. Miller. You may be assured that we will take all consideration of all of your recommendations. I think you said there were thirteen recommendations?

MS. MILLER: Thirteen issues, but we support the top fifteen, and we would like to see everything go.

MODERATOR FARRELL: Thank you very much. We appreciate it.

That ends our list of witnesses scheduled for this morning. Would anybody in the afternoon want to give testimony now or do you want to take a break until our scheduled return at 1:30?

All right. By your silence, I would say we will recess the Forum until 1:30.

Thank you.

(WHEREUPON, the Forum recessed for lunch
at 11:41 A.M.)

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AFTERNOON SESSION
Time: 1:29 P.M.

MODERATOR FARRELL: I'd like to reconvene the afternoon session of the Open Forum on the Recommendations of the White House Conference on Library and Information Services.

At the outset, I'd like to just review a couple of things before we go back into session. One, there's a sign-in sheet in the back, if everybody would please sign in. Second, we have twenty- eight witnesses that have asked to present testimony today. If anybody else, at the conclusion of the presenters, would like to make a statement, please let someone up here or, Jane Williams in the back, know so we can schedule accordingly.

If I could quickly review the rules, each presenter has five minutes of testimony. There is a light system up here. At two minutes the green light goes on. At one minute the yellow light goes on. At the end of five minutes the red light goes on.

If you aren't finished, please, when that happens -- although the red light in one device is not working, the red light up here is noticeable to everyone. So if you will then summarize, I don't want to just all of a sudden bring down the gavel, when you speak too long , it's ultimately taking from somebody else's testimony.

Are there any questions on those rules? Okay.

This morning we originally had one more witness scheduled, . Who asked to speak this afternoon, and we have granted him the opportunity to speak first. Gordon Raley of the National Collaboration for Youth. So, Gordon, if you would come to the table. Welcome.

Gordon Raley -- National Collaboration for Youth

MR. RALEY: Mr. Chairman, thank you and members of the Commission, as well. My name is Gordon Raley, and I'm the Executive Director of the National Assembly of National Voluntary Health and Social Welfare Organizations, certainly one of the longest titles of all the nonprofit organizations in the independent sector.

I'm speaking today from the perspective of an affinity group of the National Assembly known as the National Collaboration for Youth. That collaboration represents about fifteen of the larger youth serving organizations in this country, the names of all of whom you would know and, I think, be very well aware of. I won't try to mention them all, but groups like the Boy and Girl Scouts, Boys and Girls Clubs of America, Campfire Girls, Inc., Child Welfare League of America.

What this collaboration has in common is a real commitment to youth development, especially positive youth development. It is from that perspective that I wish to represent our groups in supporting both the work of the Commission and the White House Conference and especially the Omnibus Children and Youth Initiative.

I think the relevance of the findings, of the work -- and of the initiative, are certainly imperative in all of our minds, and I think beginning finally to rise to public visibility.

I might just acknowledge, by the way, that the Office of Technology Assessment, in its rather thorough work on adolescent development, focused on libraries as an important and I think, to quote, "but underutilized alternative" for youth development, focusing, one, on their accessibility to all young people but also the fact that there were ready opportunities for inter- generational relationships between youth and adults, that there were opportunities for the integration and academic and reading skills, that there were opportunities to build self-esteem and even through volunteer roles that youngsters can play in libraries.

I think the work of this Commission and the Conference goes even beyond that, to begin to really look at some ways we can be a little more proactive, perhaps a little more imaginative, in ways that we can make libraries important to youth development.

When those of us in the Collaboration talk about youth development, we really stress the idea of positive youth development, and that is that sometimes we can work with young people better when we are accessible to all young people, that too often much of our policy has been dedicated to trying to get young people to stop doing various types of things.

We want them to stop drinking. We want them to stop smoking. We'd like them to stop doing dope, stop dropping out of schools and stop

having babies, stop having sex, and the list goes on.

Very often we don't focus on what we really want for young people. Again, the Collaboration would wish to express appreciation for the Conference and its attention to some real positive outcomes that we're looking at for young people.

I think the real importance of this initiative is, first of all, that it does focus on all young people and is open to all young people, while I would also acknowledge, there is attention to young people with special needs and special problems.

I would also recognize that the fact that it's an omnibus approach, one which is comprehensive in scope, one which does not look at only one aspect of youth behavior or one focal point or one issue for young people, moving from early childhood to young adult, focuses on a role that they can play and even brings in inter-generational elements to that.

I think the potential for these elements, as they would tie together under objectives that the Collaboration has, really deals with, I guess, maybe three major thrusts. One is the ongoing work of the Collaboration, which I have mentioned, focusing on youth development.

The second is a very important program to us known as The Young Americans Act which the Collaboration was instrumental in designing, which again fits very nicely with the concept of libraries, a program which would develop the positive policy but especially access to educational attainment for all young people, using that as a positive outcome to be worked toward.

The Collaboration organizations, due to that commitment, I think, stand ready to help this Commission in the work it's doing, especially in the important area of dissemination. I think the strength of the Collaboration in such a partnership looks to the fact that our fifteen member organizations serve some 30 million young people across the country through thousands of local affiliates in virtually every county in this country, and the ability to communicate what you're doing, I think, so that we can change that phrase in the Office of Technology Assessment to "libraries being important and recognized alternatives for work."

The other way I believe that we can work on this with you involves another important project that we're concerned with called "Making the Grade" which really focuses at the local level on getting communities to assume responsibility for positive outcomes for young people.

Again, that offers us another opportunity to disseminate the work of the Conference and begin to view libraries as a real partnership in some of the important work that we're doing.

So in summary, just let me say that we look forward to working with you. You can certainly count on our support, and we would be happy to be engaged in disseminating the results of your work.

MODERATOR FARRELL: Mr. Raley, when you're talking about disseminating the work of the Conference, does that mean to your member organizations, to the 30,000 groups or local organizations in the field? Are you talking to Congress? Are you talking to the Administration or all of the above?

MR. RALEY: Oh, I think we would be happy to attempt all of the above. I don't want to overstate our capability. Routinely, we are able to disseminate information, one, through the Executive Directors of the national organizations who then further disseminate it down their own lines of communication with their local affiliates, and eventually to the youngsters themselves and the adults who volunteer a considerable amount of their time with those young people.

I might mention, I would stress the fact that the Collaboration is open to all young people, and we try to resist the attempt to put labels on kids, such as disadvantaged or at risk or any of the other labels we sometimes have to use to serve young people.

At the same time, our youngsters are very often those who may not find the school system the first institution, whether they fail the school system or the school systems fail them. We find ourselves very often doing informal types of education. Again, I think this fits neatly into a partnership role that we'd like to play.

MODERATOR FARRELL: Informal? You mean reading programs? I mean Big Brothers, that type of thing?

MR. RALEY: Precisely. In fact, Big Brothers, Big Sisters are one of the organizations in both the Assembly and the Collaboration.

Informal in the sense that, one, it's differentiated from school. There are some youngsters, and I think we especially work with them, who in after school situations, utilize some of to which discretionary time that I notice both the report and the Office of Technology Assessment refer.

I guess it might be we can teach them some things when they least suspect it. Sometimes the formal education system is one which, for any number of reasons, may be one that can sometimes push youngsters down, push them out. Sometimes youngsters take themselves out.

In some of our organizations we have the opportunity to still work with those young people in learning situations, when it's not formal, when there's not competition involved, when they're not being graded per se, but still real skills can be developed and real learning situations developed.

I think, again, the opportunity for us to find other ways to utilize libraries more effectively can be a real boost for those kids.

MR. CASEY: Please tell me, what age brackets does the word youth encompass in your word? When do you start?

MR. RALEY: You know, I could get in a real interesting fight with most of my members if I tried to answer that too specifically. We are in fact working now on a youth development block grant program, which we hope to be working on in the years ahead, and that point has come up.

In the Young Americans Act the definition is, someone said, from zero but certainly from birth until, I think, as old as twenty-one. There are some who argue that perhaps that should be extended to twenty-five.

If you are looking at youth as a developmental period when some challenges and opportunities that life present must be mastered, there are certainly some youngsters who are going to get out of high school and perhaps even various training programs and college who are still making that transition to productive adulthood.

So some would extend it to twenty-five. Others extend it to twenty-one, based on the sort of traditional voting age that had been in the country for a while, and, in fact, still is in some states. Others use eighteen as a boundary in the legal system.

Beginning periods for youth again can -- we would have different organizations with different levels. Some would see that, again, as including early childhood. Generally, I think youth for most of our organizations would start someplace around six to eight years of age, some as old as ten to eleven.

MODERATOR FARRELL: Thank you very much, Mr. Raley. Appreciate it.

MS. SWAIM: Mr. Raley, last year we had the honor of honoring the Girl Scouts of America with one of our recognition awards from the Commission for their initiatives in literacy. We were very proud to have them on the stage.

MR. RALEY: Thank you so much. They were proud to be included in that.

MODERATOR FARRELL: Thank you.

The next presenter will be Ken Allen from the Information Industry Association. Welcome.

Kenneth Allen -- Information Industry Association

MR. ALLEN: Thank you. Appreciate it. Didn't realize it was going to be such a hot topic here today.

Thank you, Mr. Chairman, and members of the Commission. My name is Kenneth Allen, Senior Vice President of the Information Industry Association, and I'm pleased to be here today on behalf of the Association to discuss the report of the 1991 White House Conference.

Before commenting on the Summary Report, I'm pleased to note for the record that the Information Industry played a major part in the development and the implementation of the White House Conference. Two of our members served on the Advisory Committee, one of whom was selected as the Vice Chair of the Conference, a former Chairman of our Board.

Many Association members were involved in the pre-Conference activities throughout the nation, and a number of Information Industry representatives served as delegates to the actual Conference itself. Of course, much of the nongovernmental funding provided for the Conference was contributed by members of the information industry.

On a personal note, I'd like to mention that I had the distinction and pleasure of serving as a delegate to the White House Conference.

On February 23 of this year the Board of Directors of the Information Industry Association concluded its review of the Summary Report and adopted a statement. I would like to read that statement into the record.

"During the past decade, the world has entered an age in which information has become an essential element in the effective operation of both society and economy. The longstanding American commitment to the First Amendment and diversity of information sources in a competitive

marketplace have positioned the nation well for this new age.

"Unfortunately, the very traditions which have served the nation so well for more than 200 years are now threatened. Through inaction and ignorance, the United States has embarked upon a path which will diminish the value of the very assets most needed during the coming years, if our country is to succeed in an increasingly competitive global marketplace.

"Those assets are the nation's library and information services. It is not too late to reverse this trend. The Summary Report of the 1991 White House Conference provides an important distress signal regarding three issues fundamental to the nation's health: productivity, literacy and democracy.

"The issues addressed by this report are critical to the future of the United States. Failure to heed this signal will lead the nation down a path from which it may be difficult, if not impossible, to retreat.

"The Information Industry Association calls upon policy officials and citizens throughout the nation to acknowledge the basic principle on which this nation was founded, the right of all citizens to acquire and use information without fear of government control. As the world enters the information age, this country must reaffirm this principle and take positive steps to ensure that the information needed by citizens is available and that they have the capability to acquire and use such information.

"The 1991 Conference demonstrated that there is a national commitment on the part of the citizenry to this goal. The Summary Report of this Conference provides an action agenda which will serve as a starting point toward achieving that goal.

"There are recommendations contained in the summary report of the 1991 White House Conference which we believe are contrary to the public interest, and with which we would disagree. However, the Association does support the message and overall theme of that report.

"Accordingly, consistent with the intent of the recommendations contained in the report, the Information Industry Association calls upon policy officials to adopt policies and programs which will (1) enhance literacy; (2) ensure public access to government information; (3) facilitate the evolution of an information superhighway; (4) ensure that intellectual property right law keeps pace with new technologies; (5) protect and strengthen basic democratic principles such as the First Amendment and protection against government censorship of information content and use; and (6) protect the privacy of information users against inappropriate government intrusion.

"The Association is committed to working with governments and other interested parties to shape laws and policies which are consistent with these recommendations. The Association has long been committed to the evolution of an information society based upon the following principles:

"Information is a valuable resource that benefits individuals, businesses and governments. The ability of citizens to acquire information is essential to their self-fulfillment as individuals and to self-government. Government should not regulate information content or limit the ability of citizens to acquire information. A healthy and competitive private information industry contributes to the economic, social, and political health of individuals and nations.

"Reliance upon the marketplace to develop and deliver information products and services provides an effective response to society's diverse and expanding information needs and safeguards essential individual freedoms.

"Society is best served by ensuring that the creators and owners of intellectual property are guaranteed strong protection which provides appropriate compensation for their efforts.

"Finally, a democratic nation requires a healthy diversity of information sources. Such diversity should include government, the private sector, the not for profit community, academic and research communities, and library community.

"Consistent with the theme and intent of the 1991 Conference, the Information Industry Association will continue to work toward the above principles. In addition, the Association has pledged to work with the library community toward a national strategy, policies and programs which will provide an appropriate degree of government funding for the nation's libraries, address issues of mutual concern and, as appropriate, develop specific recommendations for governmental action; (3) enhance partnerships between the industry and the library community; and (4) assist the library community in enhancing its ability to meet the information needs of its users.

"The future cannot be put on hold. Now is the time for all interested persons to work together to

ensure that our nation is able to meet the challenges of tomorrow. The Information Industry Association is committed to working with the Commission and all interested parties on meeting those challenges."

That concludes my statement. Thank you.

MODERATOR FARRELL: Thank you very much, Mr. Allen. Throughout your statement, you're talking information without government control.

MR. ALLEN: That's correct.

MODERATOR FARRELL: What type of government control?

MR. ALLEN: Well, I think in this morning's newspaper there's a good example of the type of government control we have to worry about. For sometime, the FBI has been promoting access to the information networks of America in order that they can track who is using information and how it's being used.

They have now suggested introduction of a bill which would require the telephone systems of the country to basically develop trapdoors which would permit the FBI and the National Security Agency to monitor the transmission and use of information.

Not only is there question of who is going to pay for that, -- according to the Washington Post we would each have to pay six dollars more a month -- there is a question of the degree of propriety of having government have the ability to monitor each of our use of information.

Another example is there are a multitude of examples where the government has controlled information content. For example, Rust v. Sullivan is perhaps the most obvious example where the government has said that the government need not fund points of view that it does not agree with.

There are those that suggest, for example, this would permit the National Library of Medicine to delete all references to abortion counseling from its database, because it is not consistent with Federal policy. There are a number of other examples.

Government has an important role as a source of information, but I think history demonstrates that we cannot rely on government solely as the source of information.

MS. RIDDLE: You mentioned that you thought some of the recommendations were contrary to the public interest, I believe was your phrase. Would you care to comment on that?

MR. RALEY: Yes, a couple of examples. One, there is a recommendation that we should amend the Copyright Act to keep pace with new technology. We fully support the concept that the law should ensure that proprietary rights are protected with new technologies, but there is no evidence that we've seen to demonstrate that there's a need to open up the Copyright Act at this time.

More importantly, given some of the things that have happened with the Supreme Court decisions and others, we think it may well be very dangerous to open up the Copyright Act.

Similarly, there are some recommendations regarding new committees in Congress and a new national for institute which we have not seen the evidence to support a need for that sort of organizational restructuring.

The organizational system is not the problem. The problem is a lack of commitment on the part of policy officials to meeting the problems and challenges addressed in the Report.

MODERATOR FARRELL; Thank you very much, Mr. Allen.

MODERATOR FARRELL: Our next witness is Barratt Wilkins, President, Chief Officers of State Library Agencies. Welcome, Mr. Wilkins.

Barratt Wilkins -- Chief Officers of State Library Agencies

MR. WILKINS: Thank you. Mr. Chairman, members of the Commission, thank you for this opportunity to provide information to the U.S. National Commission on Libraries and Information Science in implementing White House Conference recommendations.

My name is Barratt Wilkins. I am Director of the Florida Division of Library and Information Services and President of the Chief Officers of State Library Agencies (COSLA). COSLA is an independent organization of the Chief Officers of state and territorial agencies designated as the state library administrative agencies and responsible for statewide library development.

In October 1991, COSLA determined that there were five issues which emerged from the White House Conference that it would address beyond COSLA's continuing efforts in supporting current Federal legislation and Federal appropriations for library services for use of new technologies in library and information services; improved library statistical programs; continuing library education programs; development of

effective library networks; and encouraging closer working relationships with Federal agencies and national organizations.

The five areas being addressed by COSLA are the following: The Omnibus Children and Youth Literacy Initiative, the National Research and Education Network, library education and human resource development, libraries and economic development, and libraries and literacy.

With regard to the Omnibus Children and Youth Literacy Initiative, COSLA recommends that the National Commission immediately convene a working taskforce composed of representatives of ALA, COSLA and other organizations to develop the details of the proposed initiative, including the administrative structure, funding levels, and a five year plan to get it enacted and achieve needed results.

This effort should be done as soon as possible in order to take advantage of current Congressional interest in libraries and the White House Conference recommendations. COSLA supports the initiative provided it is state based, Federally funded at practical and realistic levels, and administered by the U.S. Department of Education.

With regard to the National Research and Education Network, COSLA worked to get this legislation passed and to lobby for access to the network by nonresearch libraries, particularly public libraries.

COSLA has joined the Coalition for Networked Information to push this access issue. COSLA will also be having a joint meeting with the Library of Congress's Network Advisory Committee to discuss the role of state library agencies in the National Information Network.

One of the critical areas facing libraries is the improvement and expansion of library education and human resource development. At its April meeting COSLA will be reviewing the following issues: curriculum response to the practical and theoretical needs of the profession, including multi-cultural approaches and library school responsibilities in continuing education; distance learning and the need to focus not only on the potential for distance learning but on what people need to learn and encouraging library schools to remove barriers to distance learning; and the role of Federal funding in library education and the necessity of new funding to support library education.

Funding initiatives might be sought which would provide library education for those who would work in geographically isolated areas, for multi-cultural recruitment to the profession, and for cooperative projects between state libraries and library schools.

COSLA members strongly support library school accreditation but linked with just as strong a need for those schools to become more responsive both in areas of curriculum and alternative delivery methods.

With regard to the role of libraries in economic development, COSLA will be reviewing the role in seeking alliances with other organizations which can benefit from library information services in economic development and proposing library and information service components in legislation of allied interests, and in developing a comprehensive information packet on the importance and availability of library and information services in economic development.

In the area of libraries and literacy, COSLA strongly supports the position that libraries are invaluable partners for literacy efforts as both information referral agencies and as the place most people think about when they think of reading and books.

At the April meeting COSLA will be reviewing specific White House Conference recommendations on the development of national training models for aiding libraries in establishing literacy coalitions and the creation of family literacy demonstration projects.

COSLA is more interested in focusing on literacy in its traditional sense rather than the information literacy, although we recognize the value of information literacy; but we have to start somewhere.

COSLA is also focusing in collaborating on workforce literacy efforts.

I very much appreciate and thank you for this opportunity to appear. Do you have any questions?

MODERATOR FARRELL: Very comprehensive. It was right on target with what were looking for, exactly what it is you're doing. Who does COSLA work with? I mean, you talked about concurrent Congressional interests. Are you talking about a specific committee, a feeling in general or part of the authorization process?

MR. WILKINS: Yes, the authorization process and the appropriations process, both of those. Because we are the states and we have state

library agencies and have close working relationship with our Congressmen and Senators, we think we have a role to play in this.

MODERATOR FARRELL: And, of course, you work with the Governors?

MR. WILKINS: And the Governors, yes, for the Secretary of State, in my case.

MODERATOR FARRELL: We thank you very much.

MR. WILKINS: Thank you.

MODERATOR FARRELL: The next presenter is Mr. Alex Boyd. Mr. Boyd, I notice you're speaking on two topics. Did you want to do them back to back?

Alex Boyd -- State Library of New Jersey and Black Caucus/ALA

MR. BOYD: Yes. They're both very short. I don't think there should be any problem.

MODERATOR FARRELL: Do you want to do one and then finish, and we'll see if there are any questions, and then go to the other one?

MR. BOYD: Fine. Let me begin by saying good afternoon to you, Mr. Chairperson, and other members of the Commission. Thank you very much for allowing me the opportunity to come and speak today.

I am Alex Boyd. I'm Director of the Newark Public Library in Newark, New Jersey, and I will speak first for Louise Menodino who has recently been appointed the State Librarian and Assistant Commissioner of Education for the state of New Jersey. She has asked me to read a statement from her to the Forum.

"I regret that I cannot attend your March 10 meeting. Before your meeting was scheduled, I accepted the opportunity to speak at the New Jersey Principals and Supervisors Association's annual meeting. I'm grateful for this opportunity to provide input.

"New Jersey is under judicial mandate to provide equal educational opportunities for all youngsters. Kentucky and Texas are under similar mandates. Twenty-two other states have similar challenges wending their way through the courts.

"The implications of these decisions are too new to have been included for discussion in the grassroots state conferences and, therefore, were not brought up as a separate issue at the National Conference. With twenty-two states awaiting judicial decisions on educational opportunities, it is clear that equal education for all will be the issue of the Nineties.

"I'm writing in particular support of these issues designated in the Information 2000 agenda which relates to those whom we in New Jersey have come to call the special needs populations. While the courts' focus is the students in areas where local resources are insufficient to provide adequate educational opportunities, there are libraries also in these areas unable to provide sufficient information, literacy, and educational opportunity.

"These include those that will serve children at risk, literacy initiatives to the disadvantaged, networking in low density areas, and multi-cultural and multi-lingual programs."

That concludes our statement. If there are any questions, I feel I could try; but, of course, since she's not here --

MODERATOR FARRELL: A quick question about equal access. Is that as it relates to dollars per student? Does it relate to numbers in the class? Does it relate to dollars to the libraries around the state?

MR. BOYD: It relates to the method by which schools are funded. There are, obviously, in the states that are under court mandate, inequities in the level of funding provided in the local level, and there are court mandates trying to equalize this funding pattern.

Wearing my next hat, I am also President-Elect of the Black Caucus of the American Library Association, and I will now read a statement from that organization to the Forum.

Again, thank you for the opportunity to address the U.S. National Commission on Library and Information Services. I represent the Black Caucus of the American Library Association, a national organization for African-American librarians.

At its annual mid-winter meeting in January of 1991, the Caucus passed a resolution in support of services to multi-cultural and multi-lingual communities. The main points of this resolution were:

(1) that the educational, cultural, and informational services provided in multi-cultural communities, especially where people of African descent live, are inferior to those provided in other communities and that nothing less than equitable service can be tolerated;

(2) that there is a need for continued outreach to these communities and especially for services to

develop reading ability and library skills and to raise prevailing levels of education;

(3) that there is a need to preserve existing information sources and encourage the development of new resources to meet the current and future information requirements of people in these communities;

(4) that in multi-cultural, multi-lingual communities there is a high demand for better access to information and libraries and information agencies of all types, despite the common stereotype that the residents of these communities do not read.

(5) that there is a critical need for recruitment of librarians of diverse background and ancestry and for their advancement to positions where they can influence decision making.

The Caucus views the issues raised in this resolution with such grave concern that it has decided to sponsor a National Conference of African-American Librarians and other concerned with service to multi-cultural and multilingual communities on September 4-7 in Columbus, Ohio, this year.

The theme of the conference is "Culture Keepers Enlightening and Empowering our Community." Its mission is to consider the crucial issues which impede the development of a society where all have access to the information they need.

The Caucus' effort will focus on the specific concerns of African-Americans, but a nationwide effort to give due attention to the concerns of all multicultural and multi-lingual communities is required.

The Caucus believes that the Federal government has an obligation to lead in this effort. Therefore, the Caucus urges the Commission to support priority recommendation No. 2, letter H, which advocates the provision of financial and technical assistance for library and information services to multi-cultural and multi-lingual populations.

It also advocates the creation of a national database of multi-cultural, multi-lingual materials for use by libraries and other information agencies serving these populations; and it recommends the recruitment of people from diverse cultural, ethnic and language backgrounds to library and information service professions, and the training and retraining of library and information science professionals to serve the needs of multi-lingual and multi-cultural populations, as outlined in the reauthorization of the Higher Education Act.

The Caucus notes that Johnston and Packer in Workforce 2000 have projected that over the next decade (1) the American population and its workforce will grow more slowly; (2) the average age of the workforce will rise and the pool of young workers entering the labor market will shrink; (3) more women will enter the workforce; (4) minorities will constitute the largest share of new entrants into the labor force.

We believe that the trends which Johnston and Packer have projected will have profound consequences for American society and for American productivity in the global marketplace. At a minimum, there will require that a great effort be made to incorporate multi-cultural and multi-lingual communities into the education and information mainstream.

Understandably then, the Black Caucus is convinced that the initiatives identified in priority recommendation No. 2, letter H, bridging population diversity, must be implemented if a generally fair, just, and competitive society is to be achieved.

Thank you.

MODERATOR FARRELL: The phrase "access to information they need" versus the Johnston and Packer report, which as I understand it, focused at least some of its attention on the fact that a literate workplace, for example, someone to follow directions. Are we talking about two different things? If it's multi-lingual - If we're talking of Johnston & Packer, we're talking about everybody being able to read the same set of instructions. Am I confusing the two?

MR. BOYD: I think the understanding that we received and one that we wanted to get across here today was that the workforce will be very different over the next decade or two, and that as such, to help prepare individuals who come from, multi- lingual, multi-cultural communities, must have greater access to information, greater access to libraries, greater access to individuals who represent them and can relate to their needs and their library and information needs in order to help to prepare them for that workforce.

MR. CASEY: One of the recommendations was the establishment of the National Library Corps, and the provision of that particular recommendation was that a person would receive scholarships, zero percent interest loans, and loans forgiven and so forth in exchange for employment

in areas of critical needs.

Now how do you feel about that exchange? As I said, I'm reading from the particular recommendation. I'm sure you're familiar with it.

MR. BOYD: Is that such as a civilian Peace Corps? Is that what you're implying?

MR. CASEY: Well, perhaps, yes. The arrangement is that you would be given education to obtain a Master's degree, let's say, and in exchange for that you would spend so many years in areas of critical needs, perhaps in areas where there's a shortage of librarians or perhaps in areas which pay low salaries or places where there is some critical need.

Do you think a person should exchange the free education and then go into an area where there's a critical need. for example, librarians?

MR. BOYD: I think that the Caucus would support that recommendation. I think that it would behoove them to support any recommendation which could help improve, again, access to information, the educational levels, to address the issues of literacy, to address high opportunity cost that exists in many minority communities to gain access to libraries and information they need to improve their lives.

MR. CASEY: And given the opportunity for people to at least get a Bachelor's degree or a Master's degree to become professional librarians?

MR. BOYD: Yes. As a director of a public library where we have a great deal of difficulty in hiring individuals, bilingual individuals particularly, or individuals who want to work in some of the communities which are quite difficult to deal with, considering the problems we have in many urban centers, whatever we can do to improve the possibility of obtaining access to those professional individuals to help us would be, I think, supported by the Caucus.

MR. CASEY: The National Librarian Corps. It seems like a good idea that you say you probably will promote?

MR. BOYD: Yes, indeed.

MODERATOR FARRELL: Thank you, Mr. Boyd.

Next on our list is Martha Egas. Marta is from the Spanish Education Development Center. Welcome.

Martha Egas – Spanish Education Development Center

MS. Egas: Good afternoon.

My name is Martha Egas, and I'm representing the Spanish Education Development Center. I'm a preschool director, and I work with children ages two to kindergarten. Our center serves Hispanic immigrants in the Adams Morgan community.

I'm here to support the priority recommendation No. 8. From my experience, the importance of this initiative is vital to the fight against illiteracy in the United States. I will address this statement specifically in terms of how this initiative might have an impact on increasing the literacy and educational level of minorities.

According to the New York Times, thirteen percent of the adults living in the United States are illiterate. However, for adults whose native language is not English, the illiteracy rate climbs to forty- eight percent.

Although definitions of literacy vary, we define it in terms of functional literacy, based on such practical criteria as the ability to read and complete a simple form. When defined as such, studies indicate that fifty-six percent of Hispanics nationwide can be considered functionally illiterate.

According to the 1989 Census Bureau figures, about one in twelve Americans is Hispanic. Tragically, the consequences of the literacy problems in the Hispanic community are most noticeable in the educational development of the children.

It is very difficult for parents who speak little English and read and write little Spanish to take an active role in the education of their children. Not only are they unable to read to the children, they are unable to read instructions that might accompany homework assignments or notes that are often sent to parents.

The skills necessary to communicate with the school system are simply not within the grasp of these parents, and the children become secondary victims of illiteracy, statistically likely to perpetuate the problem into the next generation.

As is stated in a publication from the National Council of LaRaza, unfortunately, most existing adult education programs tend to focus on the basic educational skills needed to acquire a GED rather than immediate literacy problems we might apply to help the children.

Moreover, those in greatest need of literacy and adult education are often the ones who are least served. With an immigrant's lack of knowledge or fear of services offered by public

institutions, and parents who have negative experiences in the system avoid involvement in educational institutional based programs.

For all these reasons stated above, the creation of multi-cultural sensitive library programs becomes imperative if we really want to reach minorities and lead them away from illiteracy and failure. Library programs must be tailored according to the needs and interests of those populations if we want to make libraries accessible and meaningful to the life of these peoples.

Libraries should also consider it a priority to include in their programs reading literacy sessions for all the groups of the community. In order to address these needs, libraries should have bilingual staff representing the languages of the community to be able to communicate, provide information, and assist the members of that same community, to have also training for librarians in order to select appropriate multi-cultural material representing the different values and heritage of the cultures represented in the community, to avoid a stereotype.

Community involvement in selection reading materials, special events and procedures, contact with the different community based organizations to be able disseminate information about library events and to recruit more service users; contact with the different community based organizations to be able to coordinate efforts in providing literacy services to minorities; ways to measure community outreach and periodically evaluate the effectiveness of the multi-cultural component; also ways to inform the community based organizations about the periodical evaluations of the library's multi-cultural components and the changes.

With implementation of a network between a sensitive multi-cultural library component and a community based organization, minority populations will be able to become familiar with the concept of the library, increase their awareness of types of services offered by libraries, and to develop a relation with local librarians without a language cultural barrier.

Parents will get continuous information about the periodical library events. Parents will see the library as a source of education and information and will become acquainted with reading materials. Parents will feel more comfortable expressing their doubts and interests by addressing a local librarian in their own culture and language.

Eventually, parents and librarians will develop a relationship based on trust and respect. Parents will be able to find materials they can read in their native language, to help the children in homework and other school related activities; and children will see their parents using the library and will emulate their behavior by gaining interest in reading materials.

Children will be able to become familiar with books and stories otherwise not available to them. Eventually, they will see libraries as another alternative to fine entertainment.

These recommendations are based on the Spanish Education Development Center experience in the creation of an award winning family storytelling class for Hispanic parents in Adams Morgan. We started a project involving low income, low English proficiency parents in multi-reading sessions and in the building of our multi-cultural bilingual library.

Throughout the fifteen month period of the project, we were able to see measurable changes in their attitudes toward reading and in the frequency of their use of the lending library.

I really hope to see positive changes in the library system in terms of getting to a real understanding of the educational needs of our multi- cultural society and, more importantly, to the needs of the real future of our country, our children.

Thank you.

MODERATOR FARRELL: Thank you very much, Ms. Egas. There is so much in that statement. First, there is a critical shortage of -- is it Spanish speaking librarians? So you're talking on one phase about developing libraries, but when you got down to the end, you were then on Adams Morgan which is a family based -- Was there one librarian? Is it building a cultural center? It's an interface in the community? Is it a library?

MS. Egas: No, no, no. I was talking about our project, our own project. We were developing a library for the parents to help them understand the concept of the library. We were all involved in the procedure. We didn't have a librarian.

Now I'm not talking only about the Adams Morgan population. Of course, I'm representing the Hispanic population, but I also know that there are many other minorities there, Haitians, Vietnamese, and I just found out that there are no librarians representing those cultures there or who speak those languages.

MODERATOR FARRELL: Now is it to

develop bilingual librarians? Is it also to develop a bilingual library? In other words, Vietnamese, Hispanic -- Would there be a separate library of books on each one of those cultures?

MS. EGAS: It would be different components within that same library, and it will help a lot to have a bilingual librarian, because a bilingual librarian would be able to select better the books in the regional language.

MS. RIDDLE: You started off your testimony with some statistics. Would you repeat those for me?

MS. EGAS: Sure. Thirteen percent of adults living in the United States are illiterate. However, those adults whose native language is not English, illiteracy rate climbs to forty-eight percent; and fifty-six percent of Hispanics nationwide are considered functionally illiterate.

According to the 1989 Census Bureau figures, about one in twelve Americans is Hispanic.

MODERATOR FARRELL: Are they illiterate as it is to reading English or are they also illiterate as to reading Spanish?

MS. EGAS: In terms of what we're using here, the literacy rate is functionally illiterate in the United States, not able to fill out a form in English.

MODERATOR FARRELL: That is written in English?

MS. EGAS: Yes.

MR. CASEY: In your effort to encourage bilingualism in public libraries, for example, what's your experience with publishers? Are there books written in a variety of languages other than English?

Let's say that the library board or the librarian wanted to buy books in Spanish or in other languages, Asian languages, and so forth. Are those books available in quantity from publishers? Can you acquire them? What's your experience in that area?

MS. EGAS: Our experience from that? We work with the Reading is Fundamental program from the Smithsonian Institution. We were told that there are not enough books in Spanish available. We will have only one local book supplier where I was able to go and browse for Hispanic books.

Now I also made the effort to give him a list of publishers coming from Spain, Mexico, and South America. So if there are not enough here, there are enough outside of the United States.

MR. CASEY: I had heard that that was one of the problems.

MS. EGAS: Right.

MR. CASEY: They want to buy the books, if they could.

MS. EGAS: We need to overcome that problem.

MR. CASEY: You're just underscoring what I had heard.

MODERATOR FARRELL: Thank you very much, Ms. Egas.

The next is Paul Evan Peters, Coalition on Networked Information. Welcome.

Paul Evan Peters -- Coalition on Networked Information

MR. PETERS: I'm very pleased to be able to participate in this Open Forum on the Recommendations from the July 1991 White House Conference on Library and Information Service. I welcome this opportunity to review White House Conference recommendations of special concern and interest to the Coalition for Networked Information and to indicate how the Coalition intends to support those recommendations.

I am the Director of the Coalition for Networked Information. The Coalition is a joint project of the Association of Research Libraries, CAUSE, and EDUCOM that was launched in March 1990 to promote the creation and use of information resources and services in networked environments, to advance scholarship in intellectual productivity.

One hundred fifty-six institutions and organizations are active members of the task force that the Coalition established to formulate and evaluate its program and to marshall its financial and expert resources.

Most of the members of this task force are higher education institutions, but nearly twenty-five percent are information technology, system, or service providing entities of one type or another.

The Coalition and its task force are hard at work on realizing the promise of advanced networks in computers for information access and delivery in support of research and education. The Coalition takes special interest in three of the recommendations earmarked for priority action by an early vote of the Conference delegates:

(1) Share information via a network superhighway;

(2) Develop networking equity for low density areas; and

(3) Amend copyright statutes for new technologies.

The Coalition has formulated a number of specific priorities and has endorsed a variety of individual projects that bear upon these three recommendations. I have included a list of these priorities and projects as an attachment to these remarks, as submitted in written form to the Commission.

In addition, I will ask the working group on legislation, codes, policies, and practices of the Coalition task force to propose changes and additions to these priorities that are advised in light of these three recommendations.

This working group is led by Richard Ackroyd, State Librarian, Connecticut State Library, and no stranger to these proceedings. It will take up this request when it convenes during the spring 1992 meeting of the task force later this month.

These measures will generate understanding and action items constituting the details of the Coalition's support of these three recommendations. I would like to use the time remaining to me today to articulate a few generalities that speak to the climate of these recommendations and the related Coalition measures.

On December 9, 1991, President Bush signed into law the High Performance Computing Act of 1991, thereby culminating the first phase of a long term effort directed toward, among other things, the engineering, deployment, operation, and maintenance of a global networked information infrastructure and environment, particularly attuned to the requirements of research and education, and to the needs of research and education populations wherever they may be found.

The National Research and Education Network that is mandated in Section 102 of the High Performance Computing Act of 1991 will be a major milestone in the certain, steady progression of political consensus, technological capability, and institutional and organizational readiness and capacity needed to bring this global networked research and education information infrastructure and environment into being.

One of the highest priorities of the Coalition and a wide range of other organized and closely collaborating interest groups is to make sure that the National Research and Education Network milestone is secured and that future milestones are sighted and pursued relative to it.

Allow me to remind the Commission of the considerable progress that we have already made toward this long term goal, by quoting the access subsection of the National Research and Education Network section of the High Performance Computing Act of 1991.

"Federal agencies and departments shall work with private network service providers, state and local agencies, libraries, educational institutions and organizations and others, as appropriate, in order to ensure that the researchers, educators and students have access to the Network. The Network is to provide users with appropriate access to high performance computing systems, electronic information resources, other research facilities and libraries. The Network shall provide access, to the extent practical, to the electronic information resources maintained by libraries, research facilities, publishers and affiliated organizations."

These and other provisions of the National Research and Education Network as contained in the High Performance Computing Act of 1991 provide a major opportunity, perhaps even an historic one, for librarians, information technologists, publishers, and a wide variety of other interested and concerned parties to collaborate in the modernization, innovation, and then transformation of the technological, political, cultural, and economic systems that support and serve the knowledge, creation, diffusion, and utilization process.

The Coalition for Networked Information pledges itself to the realization of this compelling vision of the future of networks, networked information access and services, and networked institutions organizations and communities.

The Coalition welcomes the recommendations of the July 1991 White House Conference and commits itself to being one of the agencies by which those recommendations will be implemented.

Thank you very much for allowing me to participate in this Forum.

MODERATOR FARRELL: I might have missed it. How long has your organization been --?

MR. PETERS: March 1990. This is our second anniversary. March 16th, actually.

MR. CASEY: Who are some of the members of the network?

MR. PETERS: My organization or the

network? My organization? They run the gamut from higher education institutions like Harvard and Vassar to public libraries like Boston Public Library, New York Public Library, to state libraries like the State Library of Pennsylvania, the New York State Library, Connecticut State Library, to associations like the Association for College and Research Libraries, COSLA and so forth.

It also contains as members all of the library technology vendors like NOTIS, DRA and so forth; large technology providers like Apple, Xerox, IBM, and some very large publishers like Elsevier, McGraw-Hill, Pergamon, and people like that.

MR. CASEY; I see. Thank you. That's a good rundown. It's a relatively new organization. I hadn't heard the scope of it.

MR. PETERS: I'll submit the membership list as another attachment to these remarks.

MR. CASEY: Thank you.

MODERATOR FARRELL: Thank you very much.

Our next witness is Dennis Reynolds, Library and Information Technology Association of ALA. Good afternoon, Mr. Reynolds. Welcome.

Dennis Reynolds -- Library and Information Technology Association/ ALA

MR. REYNOLDS: Good afternoon. I thank you for this opportunity to address the panel and the Commission on the recommendations of the second White House Conference.

The Library and Information Technology Association or LITA is the division of the American Library Association concerned with the technical, human, and policy issues regarding the use of technology by libraries, library users, and society in general.

References to information technology appear throughout the Conference recommendations. I would like to use my time here to briefly address three of the priority recommendations in the context of information technology.

One of these, the Conference recommendation on emphasizing literacy initiatives, states that literacy for all people must be an ongoing national priority. Many others have no doubt spoken today about the urgency of this initiative, but I would like to add another dimension to this support.

In an increasingly information technology dependent society, functional literacy may not be enough, in the long run. A degree of electronic literacy may be necessary as well.

Citizens in all walks of life will need a basic understanding and ability to use computers and electronic database in order to participate in and contribute to society to their fullest human potential.

Just as libraries should play an integral role in advancing basic reading skills, so, too, should support be given them as places where citizens can learn the skills necessary to use the various technologies becoming so closely associated with access to information.

The second recommendation I would like to address briefly this afternoon is the Omnibus Children and Youth Literacy Initiative. You will be hearing support for this recommendation from many quarters today. LITA would like to add its support from the perspective of the role of information technology in the education of our youth.

LITA calls special attention here to the importance of the provision appearing under the proposed school library services title that calls for the establishment of grants to provide information technology to school media centers.

With effective use of information being so central to the economic, social, and political advancement of the nation, it is imperative that today's students be armed with a mastery of the skills necessary to use computers, electronic databases, and other technologies as tools to help meet the information seeking challenges they will face in the future.

As centers of information and learning in our schools, libraries and media centers must be equipped with the technologies that will facilitate and enhance the acquisition of these skills by our young people.

When we speak to literacy and to the importance of educating our youth, we are by implication also addressing issues of equality and equity of opportunity for access to learning and achievement. From a perspective of information technology, nowhere does the role of libraries in the pursuit of these goals coalesce in as immediate a need as in the creation and funding of the National Research and Education Network which the Conference rated as second in priority among its ninety-five recommendations and petitions.

The signing into law of the High Performance Computing Act of 1991 by President Bush in

December, moves the NREN closer to an eventual reality, but there are many unanswered questions about how the network will be structured.

Some of these questions have to do with the finding of the full range of purposes for which the network will be used and who will be able to access the network. The NREN has the potential to become a great equalizer or a great divider.

Overly restrictive access to the network can only result in a further widening of the gap between the information haves and the have nots. If the NREN is to be a truly national resource, access to the network must be based around our traditional democratic values of openness, equity, and equality of opportunity.

In this regard, libraries can serve as democratizing institutions, much as they have for the past century. It is in this spirit that LITA wholeheartedly endorses the Conference recommendation's assertion that the network should be available in all libraries and other information repositories at all levels.

Just as there are questions to be answered about the purposes for which the NREN will be available and about who will be able to use it, so, too, are there matters to be addressed regarding the design, implementation, and governance of the network.

In addition to encouraging the role of libraries as nodes providing access to the NREN, LITA strongly urges the Commission to advocate a prominent role for the library community in the policy making apparatus. Because of the role they play in research and education, the inclusion of libraries in decisions regarding the design and implementation of the network is vital.

By the very nature of its business, the library community has enormous collective experience and expertise in governance and operational issues relating to the dissemination, collection, organization, and use of information. It will be unfortunate, indeed, if the Federal government and others do not draw heavily on this experience and expertise in planning the National Research and Education Network.

I have addressed today three of the specific recommendations from the White House Conference that LITA feels will be instrumental in ensuring a prominent role for libraries into the next century as information and technology become even more closely interwoven:

(1) That literacy must be a goal and that we must interpret the definition of literacy broadly enough to include the ability to use electronic information as well as that in print form;

(2) That school media centers are instrumental to the economic and democratic development of the nation, and that one of their key missions should focus on educating students in the uses of information technology, and

(3) That the Commission advocate a strong access and policy role for libraries in the evolving National Research and Education Network.

Thank you.

MODERATOR FARRELL: Thank you very much. We appreciate it.

Our next witness is Lynne Siemers. I hope I pronounced that correctly.

MS. SIEMERS: You did. You get full marks for that.

MODERATOR FARRELL: Thank you. Medical Library Association. Welcome.

Lynne Siemers -- Medical Library Association

MS. SIEMERS: Mr. Chairman, Commissioners, I am Lynne Siemers. I'm the Director of Library and Media Services at the Washington Hospital Center here in the District.

I am pleased to appear before you today on behalf of the Medical Library Association, a professional organization which represents over 5,000 individuals and institutions involved in the management and dissemination of biomedical information in support of patient care, education, and research.

We appreciate the opportunity to describe briefly the activities of the Association since the July White House Conference. Thirteen MLA members attended WHCLIS as delegates, alternates, observers and volunteers. Three of our delegate members from New Jersey -- Now I didn't speculate about why three out of thirteen were from New Jersey, but there is no doubt an answer.

They reported a follow-up to the Conference in our issue of the Medical Library Association News that, and I quote, "We learned more from this five day Conference than any other library event we've attended." They went on to encourage our membership to participate.

If we can organize an effective grassroots lobby of health science librarians, we can promote, advocate and lobby for the recommendations that

are important to us. A newly configured Medical Library Association Task Force on the White House Conference, comprised of all of these attendees hopes to do just that.

This task force is charged to review the WHCLIS Conference report and identify recommendations, which include the MLA platform issues, keep the Association informed of post-Conference activities, follow NCLIS activities as strategies for implementation are developed, monitor Congressional activity relative to the recommendations and their implementation, develop issue papers and testimonies, and work closely with other related organizations in planning implementation strategies.

To keep our membership fully informed of our activities as charged, members of the task force are presenting a program at the MLA annual meeting which will be here in Washington on Tuesday, May 19. That session is titled "WHCLIS 1991: Experiences, Observations, Process, and Results."

The entire task force will be meeting officially for the first time on May 19th as well. At that time I expect we will begin planning the specific strategies for implementing the fifteen Conference recommendations which the Association has endorsed as having the highest priority.

The first five of these high priority recommendations are as follows:

The first is that Congress should fund NREN. A key for us also is the phrase "NREN should be available to all libraries and other information repositories at all levels."

With the recent passage of this legislation, also a Conference priority recommendation, we, too, are looking forward to working cooperatively with library organizations and other groups to ensure its successful funding and implementation.

Second, Congress should provide adequate funding to organizations which have national information missions, such as the Library of Congress, the National Library of Medicine, and the National Agricultural Library.

Our members are, of course, most familiar with the services and programs of the National Library of Medicine, and we will continue to work to secure funds to specially support the recommendations of its 1988 outreach planning panel report.

Number three, expand and fully fund the Higher Education Act, the Medical Library Assistance Act, the Library Services Construction Act, etc. These longstanding basic pieces of library legislation are still critical to all of our collective successes. Literacy, inter-library loan, research and networking are all essential elements which cannot go untended.

Number 4: Networks be established or expanded to ensure basic library services to all end users. Those of us in the health professions include all health professionals in the definition of the end user population.

Number 5: A national policy be developed which extends library services through outreach to underserved populations in rural and urban areas, and libraries participate in developing coalitions and partnerships with other organizations to deliver those services.

Just as public libraries offer services to a defined underserved population, so do health science libraries serve that same population by reaching into rural areas where health professionals have little or no access to current accurate health information, which is so vital to them in their daily practices.

Due to time constraints, I've limited my remarks to these five recommendations. Our written comments will include comments on the additional ten high priority recommendations which include reauthorization and expansion of the Higher Education Act, the public's right to know, preservation, literacy, copyright and the importance of libraries in lifelong learning.

Thank you for your time. I look forward to the Association's reporting regularly to you on our activities and progress relative to implementation of Conference recommendations right up until the next one.

MODERATOR FARRELL: Thank you very much. It was my impression that there was a network of medical information available. It's on television. Somebody goes to their doctor in Idaho and they're talking to DeBaake in Houston or something, but this type -- Is that the type of network you're talking about or is it -- Would I be able to access into the medical information that you're talking about -- I, John Q. Citizen?

MS. SIEMERS: Yes, if you buy the right software and have the right computer, you can access the database of the National Library of Medicine. It's called MedLine. They are marketing that software. At this point it's more marketed to health professionals, and it's the software that the libraries have been using for years

to search the database. Also public libraries have access to it at this point, too.

NLM is engaged in an active campaign to expand that access to individual practitioners' offices, particularly in these underserved areas which they have defined as rural areas where doctors don't have immediate access to a library in a hospital.

MODERATOR FARRELL: NREN does not exist today. Doesn't your system already exist, access to what I was just talking about?

MS. SIEMERS: It does, yes.

MODERATOR FARRELL: So is it a dollar figure that we're talking about, to make it more readily accessible?

MS. SIEMERS: A dollar figure is --

MODERATOR FARRELL: Funding issue?

MS. SIEMERS: -- part of it, yes.

MODERATOR FARRELL: What is the other part of it? I might have missed it.

MS. SIEMERS: Well, just in ensuring access. There are hospitals in rural isolated areas that don't have any kind of information services. So the questions can't always be answered by a computer, but some of it is just identifying local resources and establishing some local networking, working cooperatively with other types of libraries as well.

MS. RIDDLE: I understand you to say that it would be available in some libraries. A library patron could go in and access this kind of medical information?

MS. SIEMERS: Yes. Particularly, in some public libraries where the databases are available on CD ROM, the disk technology, and they've set them up for end user searching. The National Library of Medicine has licensed its database to a variety of vendors, and it's produced either directly online or it is available on CD ROM.

MR. CASEY: You listed a number of recommendations that you'd like to see implemented. I don't recall them all, but you have them listed there so you can refer to them. Who would pay? Now are you anticipating the Federal government would pay all expenses involved or do you envision that fees would be charged to hospitals and doctors, the actual user?

Now maybe you have some specifics, say, well, this will be Federally funded, this would be on a fee basis, so much information and the doctor or the hospital would have to pay for it. How do you intend to fund the recommendations that you want implemented?

MS. SIEMERS: At this point I think I'd like to defer to the Chairman of our task force and explain that we haven't met yet to discuss just exactly how we're going to approach a strategy to do that.

Libraries now who do access the National Library of Medicine, directly, do pay some user fees.

MR. CASEY: That's what I was wondering. Perhaps this will be a suitable subject for further discussion.

MS. SIEMERS: Absolutely, and I'm sure it will be on our agenda in May.

MR. CASEY: How long do you anticipate it would take to implement that list? Five years, ten years?

MS. SIEMERS: Oh, I think this list is what we're looking at over the long term, perhaps another ten years until we get to the next White House Conference perhaps.

MR. CASEY: I hope they're all implemented before the next time and we can start with a fresh batch.

MODERATOR FARRELL: Thank you very much.

The next witness is Patricia Wand, Association of College and Research Libraries. Welcome.

Patricia Wand -- Association of College and Research Libraries/ALA

MS. WAND: Thank you. My name is Patricia Wand. I'm the University Librarian at American University here in Washington, D.C. I speak today on behalf of the Association of College and Research Libraries, which is the largest division of the American Library Association with more than 10,000 individual members.

Today I wish to emphasize two different aspects of the information agenda for the Nineties, both of which are extremely important to the mission of ACRL, the Association of College and Research Libraries.

The first relates to implementing the White House Conference recommendations, and the second involves strengthening some of our Federal legislation. ACRL is concerned about academic libraries and their function as a source of national strength.

In the United States, academic library collections range in size from a few thousand volumes to more than 12 million volumes, and they are as diverse as the 3,000 institutions that they

serve. They provide information to more than 12 million students across the country, and more than 700,000 faculty members.

Directly and indirectly, through public libraries, public schools, special libraries, etc., academic libraries also provide information to the general sector of the population.

Three years ago ACRL set up a special task force called the White House Conference Task Force to be sure that the issues and concerns of academic libraries were adequately addressed by the White House Conference. I chair that task force, and our work is not yet finished.

During the recent mid-winter meetings of the American Library Association, we reviewed all of the ninety-five recommendations of the White House Conference, and concluded that virtually all of them need to be implemented and need to be implemented on behalf of academic libraries. In other words, they do refer to, and impact on, academic libraries. They're very important to all of us.

We will be recommending that the ACRL Board of Directors acknowledges the importance of implementing all of those recommendations. We went a step further, however, and in reviewing the recommendations we concluded that there were nine recommendations that are uniquely germane to ACRL.

By that, we mean that these recommendations, to be implemented adequately, must receive the attention of academic libraries. That is not to imply that academic libraries shouldn't be involved in implementing all the rest of them, but these particular nine, in order to receive full attention, need the attention of academic libraries.

So we are going to be recommending that the ACRL Board adopt the following nine White House Conference recommendations, and by adopting those recommendations we hope the Board will agree to request appropriate ACRL units to assume responsibility for working toward implementing these nine recommendations during the next three years.

I'm going to read those briefly, the nine that I referred to, and they're not in priority order:

Recommendation 2(b), updating copyright provisions, which refers to amending the Copyright statutes for new technologies.

Recommendation 2(d), developing government initiatives and specifically, we would like to see the Department of Education retitled and restructured to highlight the importance of libraries and information service.

Recommendation 2(h), bridging population diversity, encouraging multi-cultural, multi-lingual programs and the development of those staffs.

Recommendation 2(j), supporting the business sector, establishing special business focused information centers.

Recommendation 3(c), enhancing database access and, specifically, supporting end-user access through networks.

Recommendation 3(e), information networks through technology, combining and sharing resources and overcoming existing barriers.

Recommendation 6(d), training to reach end-users, enhancing higher learning institutions through training students in library and information services.

Recommendation 6(e), improving end user training, providing grants for innovative model training projects.

Recommendation 7(c), building recruitment and increasing support to attract multi-cultural professionals and recruitment.

Now I'd like to move briefly on to highlighting a few pieces of Federal legislation that we see as key to academic libraries. NREN has been discussed already. Because of their commitment to disseminating information, all types of libraries for decades have supported one another in meeting information needs of their constituents.

Academic libraries are a part of this giant invisible network of linked libraries that already exists, but now we need more. We need to provide an infrastructure that can be seen. That is what we are calling the NREN.

The NREN will assure that all types of libraries are linked with researchers, universities, businesses, schools.

We are seeking Federal reauthorization of the HEA, the Higher Education Act. The Higher Education Act has many components that relate to libraries, some of them visible and some of them invisible. For example, an important part of the HEA legislation that impacts libraries is the college work-study program.

We are able to increase and enhance our staffing through the college work-study program, a fact that is not always visible.

MODERATOR FARRELL: If you can, summarize now.

MS. WAND: LSCA is another important act

for us, the national libraries, the support for national libraries, the Library of Congress, of course the National Libraries of Medicine, Agriculture. The National Endowment for the Humanities through the funding it gives for preservation of materials is key to us.

Legislation that helps to subsidize postal and telecommunication rates, the Freedom of Information Act and copyright regulations; the Federal depository program also key to us.

I conclude. In this Information Age, we are only too keenly aware of how costly this is. Academic libraries will continue to support all of these efforts, and we will look for assistance in any way possible.

Thank you very much.

MODERATOR FARRELL: Thank you very much. Appreciate it.

The next witness we had scheduled was Catherine Ventura-Merkel, but I understand she will not be here. Is there anybody else from the AARP?

Cathy Belter, National Parent-Teacher Association.

Catherine Belter -- National Parent-Teacher Association

MS. BELTER: Good afternoon. I am Cathy Belter, and I'm the Education Commission Chair for the National PTA. That's my volunteer life. In my professional life, I'm a librarian with the Fairfax County Public Library System in Fairfax County, Virginia. So I have a dual purpose in being here today.

The National PTA is pleased to have the opportunity to present our comments to you on the recommendations from the July 1991 White House Conference on Library and Information Services.

We have not taken any specific positions on the recommendations that emerge from the Conference. However, many of the goals are synonymous with our own PTA goals.

Those recommendations that address family literacy, the literacy initiative to aid the disadvantaged, meeting the needs of our diverse population, the emphasis on multi-cultural and multi- lingual programs, and the vitally important focus on children and youth through support of the Omnibus Children and Youth Initiative are areas that the National PTA supports by virtue of our priorities and our own initiatives.

Children and families are at the top of our agenda. Our current theme is "Children First" and our priority, if we are to reach this objective, is parent and family involvement in education. The libraries in our nation can play a major role in helping us reach this goal, as well as many of the other national education goals and the PTA national education goals.

Libraries certainly can and should be instrumental in at least two of those goals, the first one that says by the year 2000 all children will start school ready to learn, and the fifth goal which focuses on adult illiteracies.

America's libraries, like our public school system, are one of the most valuable resources we provide our people. The role of the library as a partner in lifelong learning is critical. Libraries often touch the lives of our young children long before they reach the school door.

The PTA believes that, along with parent involvement, the most important national education goal is that first one. If our children are to succeed in school and beyond and develop lifelong learning skills, they must start school ready to learn.

Dr. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching and the author of the new report, "Ready to Learn, a Mandate for the Nation," states that museums, zoos, and libraries are at the very heart of a school readiness program.

Libraries, Dr. Boyer asserts, should be ready-to-learn centers. The National PTA would concur and expand this to our adult population as well. Libraries have and should continue to take a leading role in fostering adult literacy.

The National PTA realizes that the libraries cannot reach the goals outlined in the report without the support from the American public, nor can such goals be reached without forming cooperative relationships with other institutions and organizations.

Funding is also a critical component to the implementation of these recommendations. Unfortunately, just as you begin to articulate the role of the library as an educational institution, funding for libraries is seriously threatened.

Ironically, when we need the libraries the most to help achieve our national education goals and support our families, library budgets are being cut. Library hours are threatened, and libraries are closing.

The National PTA suggests that in order to

implement the recommendations of the Conference, the following should be done:

You must develop partnerships and collaborative agreements with schools and other agencies on all levels, but most specifically at the local level. These agencies have similar goals that must be addressed in order to effectively meet the needs of the community, whether they be the children or the adults.

Turf issues must be addressed, and resources shared. You need to assess the community to determine how the library might best serve its members. Statistics on circulation do not tell the full story of whether or not the library is truly a part of the community and accessible to all people.

Reach out beyond the library buildings. To effectively meet the needs of young children in today's society, library services must be offered in childcare centers and in preschools.

Make the libraries more user friendly, in order to provide services to the disadvantaged as well as to our diverse population. In this case, staff training is a must if we are going to meet that goal.

Expand the use of technology in offering library services. Networks will open up many windows to areas of the country that have been traditionally underserved. Again, the importance of forming partnerships is critical.

Continue to take the lead in providing literacy programs. Libraries also need to take a more assertive role in developing community support. Libraries, like the PTA, often suffer from an image problem. Many people see the local PTAs as adjuncts to the schools to fundraise and hold open houses.

Similarly, libraries are often seen as something extra. Many are unaware of the valuable role libraries have in the community. Why else are libraries always one of the first and the main targets for budget cuts.

Lastly, while the report recommends that libraries be involved in America 2000 initiatives, there is little evidence that this is happening. The new American Schools Developing Cooperation, a part of the America 2000 proposal, has received hundreds of proposals from groups seeking funding for break-the- mold schools.

Educational groups, businesses, and school systems have signed onto these proposals. We're not sure where the libraries are at this point. Hopefully, though, libraries will take a role on some of these design teams. I suspect, however, that like parents, libraries are often the missing link.

The delegates to the Conference should be commended for their vision and their desire to identify libraries as educational agencies. A new report called Education Counts which was put out by the Special Study Panel on Education Initiatives would concur.

They state that intentional education takes place not just inside of the schools and colleges but within all of the institutions and situations where people live their lives: families, and peer groups, churches, youth organizations, libraries, and museums.

We urge you to move forward to implement the priority recommendations from the Conference, particularly those addressing the needs of children and their families. We look hopefully for the development of partnerships to achieve these goals, and we hope we will be one of those partners.

Thank you very much.

MODERATOR FARRELL: Thank you very much Ms. Belter. Since you're from Fairfax --

MS. BELTER: Yes, sir.

MODERATOR FARRELL: Sherwood Regional Library?

MS. BELTER: Oh, it's going to open.

MODERATOR FARRELL: It is going to open?

MS. BELTER: Yes.

MODERATOR FARRELL: This is a situation where $3 million in renovations, and now there was a problem right at the end then whether or not there's funding to operate?

MS. BELTER: Yes, sir. They didn't have the funding in the budget, they didn't think, to open it and keep it operational; because we've had a freeze on staff, and we've lost staff. However, while Sherwood is opening, the latest proposal is to close fourteen of our twenty-three libraries.

MODERATOR FARRELL: Is there partnership in that effort? Is that what we're talking about or you're talking about?

MS. BELTER: You mean to keep the libraries open? I see in Fairfax County now -- and I'm only speaking for myself at this point -- that what is going to happen is the community is starting to say, "wait a second, hold off, we want our libraries." Our concern is that we have been cut in the types of programs where the PTA is very strong.

I think it makes sense to go out beyond the library buildings, because we have liability insurance issues with childcare centers bringing the children into some of the libraries. We can't do that.

We need to go to them. We have been doing that. We've been cut back on that, because of funding and staffing. So our emphasis in the community -- and I think that's probably typical of a lot of other communities -- is being deemphasized rather than emphasized. However, we have a very library-minded community.

I think we will save some of the libraries. I don't know that we will keep all of them.

MR. CASEY: Would you please develop a little bit more on one of the subjects you touched on? You said that the school library should go out and enlist the aid of other library agencies in the community. Now how vigorously does the PTA encourage the local PTAs to go to the Board of Education and say that Board should sit down with the board of the local public library?

Does the PTA say that the local public library should be open Saturday and Sunday, at night, during vacation periods when the school libraries are closed? Just how vigorous is the PTA in encouraging its local units to work with the Board of Education to go to the public library so it will be open when the school library is closed?

MS. BELTER: Probably not as vigorous as we should be, because we have just started looking at this more closely. Actually, what we have been doing for a long time was trying to encourage the PTAs to work with school boards to keep the school libraries open longer so the children could use them, especially when you're talking about transportation and getting to some of the public libraries. However, in the communities where they have better access and need to utilize them longer, we have told them that they have the right, not necessarily to work with the school board so much, as to work with their governing bodies, to go to them and speak out in favor of keeping the libraries open or at least adjusting the hours.

It's one thing to have the libraries open at nine o'clock in the morning and have only a quarter of your population, if that, being able to have access because I think the numbers coming in, in the morning, has been shrinking, as you have more of your families in your community both working.

Changes have been effected there. So I think we have to look more at the weekend and evening hours, but I also think we need to look at where the resources lie between both the school and the public libraries, and I do think we've dealt with turf issues on that, and that's unfortunate.

MR. CASEY: Keep it up.

MS. BELTER: Okay, we will. Thank you very much.

MODERATOR FARRELL: I think right now we'll take a ten minute recess. Thank you.

(WHEREUPON, the Forum was recessed briefly at 3:00 P.M. and reconvened at 3:13 P.M.)

MODERATOR FARRELL: Our next witness is Marie Aldridge, National Association of State Educational Media Professionals. Good afternoon, and welcome.

Marie Harris Aldridge -- National Association of State Educational Media Professionals

MS. ALDRIDGE: Thank you. Good afternoon, Mr. Moderator.

MODERATOR FARRELL: Yes, thank you very much for coming.

MS. ALDRIDGE: Chairman Reid and members of the Commission and distinguished Forum panelists. I am Marie Harris Aldridge, Supervising Director of Library Services, District of Columbia Public Schools. I have been a member of the National Association of State Educational Media Professionals since 1985.

I was elected and served as Delegate at Large for three years, 1987 through '89. I have been asked by Ms. Betty Latture, who is the current President and a charter member of NASTEMP, to represent our organization today. Ms. Latture is the Coordinator of Library Media Services and Distance Learning, Tennessee Department of Education, Nashville, Tennessee.

Ms. Latture regrets that she is unable to be here today. She has asked me to express the special needs and concerns of the NASTEMP membership regarding the White House Conference resolutions and recommendations.

Specifically, she requests that attention be given to the Omnibus Children and Youth Literacy Initiative. It is my distinct honor and privilege to represent the National Association of State Educational Media Professionals today at this forum. Allow me to share some information about NASTEMP, it's membership, its purposes and objectives.

NASTEMP is composed of over 110 library media and educational media professionals. The active members hail from any state of the United States of America, the District of Columbia, the United States Department of Education, the possessions and territories of the United States of America as well as international affiliates.

NASTEMP has a strong commitment to strengthen and improve education through effective utilization of library media and educational technology programs. The objectives of this association are: To implement within each state agency expanded educational media programs with leadership, staff and budget; to assist associations in their efforts to facilitate education through effective development, evaluation, and utilization of educational media; to maintain an information service about state programs, innovative projects, experimental studies, and current development; to advance the professional standards of educational media personnel; to improve the pre- service and in-service education of teachers in the effective use of educational media; and, finally, to encourage the research and study of educational media.

An example of how closely aligned our varied activities are to some of the White House Conference priority recommendations, I'll give now. On September 24-25 of 1986, close to fifty percent of the membership participated in a meeting which focused on group participation to deal with critical issues.

The results were published in 1987 in a document, "Goals and Objectives for the Nineties." Among the topics covered were: The changing role and image of the school library media specialist; assessment of technology's impact on curriculum and instruction; the shortage of school library media specialists; evaluation of library media personnel; library media learner outcomes; statistics database information files and funding for school library media programs.

Each topic contains goal statements, objectives and activities. Given the broad based representation of NASTEMP, this document reflects the many efforts already undertaken or being considered for implementation by the members in their work settings across the country.

While many of the White House Conference priority recommendations have impact upon our membership, the Omnibus Children and Youth Literacy Initiative merits support at all levels, Federal, state, local and district.

Within this initiative, the school library services title can impact upon every school in America. To quote Senator Paul Simon, "Education is not a luxury. Librarians are not a frill."

On behalf of the President, Betty Latture, and the NASTEMP membership, I express sincere appreciation for this opportunity to bring a statement from this association. As an alternate delegate to the White House Conference, I want to congratulate the Commission for successfully carrying out the White House Conference and for this Forum today.

MODERATOR FARRELL: Thank you very much. Mr. Casey?

MR. CASEY: The National Association of State Education Media Professionals -- Presumably, you have state and national annual meetings or conferences?

MS. ALDRIDGE: Our meetings coincide with the American Library Association. We try to find time either before, after or during, to cut down on travel expenses of the members.

MR. CASEY: Oh, I see. Very good. So you probably have a workshop with speakers and deal with legislation and things that --

MS. ALDRIDGE: Well, we do a lot of sharing. We have a mailing list, and many states will actually mail to the membership documents, the guidelines and some of the members are in this room today. I would like -- if you have further questions, I don't want to speak for myself.

MR. CASEY; Okay. I just wanted to find out a little more about your organization.

MODERATOR FARRELL: Thank you very much, Ms. Aldridge. We appreciate it.

Our next witness is Virginia Mathews.

Virginia Mathews – American Association of School Libraries/ ALA, Association for Library Services to Children/ALA, Young Adult Library Services Association/ ALA

MS. MATHEWS: Thank you, Commissioner Farrell.

MODERATOR FARRELL: Thank you very much.

MS. MATHEWS: I'm very pleased to be here. I'm Virginia Mathews, and I am representing today the three youth divisions of the American Library Association, Association of School Librarians,

Library Service to Children, and the Young Adult Library Services.

We have, as we have had for several years, an inter-divisional task force so that we could present our positions going into the White House Conference process with one voice, with a cohesive, coordinated list of reasons why "Kids Need Libraries," Which was the name of our position paper, and to identify what we needed in order to get library services and information services for them.

We are very pleased, obviously, and grateful for the support that ALA, overall, has given to our issue, as it came out of the White House Conference. We were pleased, of course, that it was such a popular one and that so many people wanted it.

We are delighted to hear that LITA, COSLA, NASTEMP, PLA and others, all support it as one of their priorities.

I think this morning, Commissioner Farrell, when you asked Jane Heiser for a definition of lifelong literacy or lifelong learning or a definition of literacy, it's a problem to define; because it's a very slippery slope.

Literacy is constantly redefining itself. Not so many years ago, to be literate meant to be able to write your name and to read a few functional directions and so forth. Now it means a much higher order of literacy.

We hear about workplace literacy and other kinds of literacy. With the Youth Omnibus Bill, to which I am speaking, of course, mainly, we are trying to prevent adult illiteracy right from the start, from the earliest childhood.

Therefore, the definition that we would hope to have to make stick and that we'll need in the future is not just the kind of literacy that people gain in order to pass a test or get a raise or do a certain job or read instructions, but the lifelong literacy that comes with having started very, very young to gain a habit of literacy.

That is the kind of literacy. That's the level of literacy by which we have to define the entire society in the future, a literacy that sustains itself and endures, because there has been enjoyment in the gaining of a habit over the long haul.

We know from various studies that literacy -- lifelong literacy is most apt to be found in children who have been exposed to books and reading when they were young, whose parents -- Martha Egas brought this out beautifully -- whose parents are seen reading and enjoying books and ideas and being able to read to the children.

All these things are only possible if we have a really all-out effort to bring library services and resources to children from very earliest age.

Carolyn Brown mentioned that there are people who do not perceive that libraries are related to education. I would shock you further by telling you that there are even people who don't see that libraries are related to literacy. We still have some of those people around.

We have an enormous awareness raising and marketing job to be done overall, a kind of air cover for all of our specific efforts to have people understand these things, that libraries and literacy are absolutely and inextricably tied together, that libraries and education are one and the same thing, and also that libraries can be indeed part of the solution, an important part of the solution, to many, many, many of the problems that are besetting families, young people, and the whole society at present.

Until we've gotten that broad message across, it's going to be very hard to alter the kinds of cuts that are happening. I'd like to say, too, that we are starting on our process. We have begun on our process by developing a beginning plan, generic letters.

We've ordered 20,000 more copies of our "Kids Need Libraries" which we want to use along with the Omnibus bill to explain why we need these things for kids; because the proposed bill says what we want, but it doesn't say why we need it.

I think also that I'm pleased at this hearing to hear that our choice of Omnibus, having it all in one package, is a good one; and like the well known brand of Ragu sauce, it's all in there. The multi-cultural, multi-lingual is in there, the literacy, the cultural materials that are needed, multi-cultural materials. As people have said these things -- the technology. It's all in our Omnibus initiative.

So what we need to do now, and I thank goodness that we do have a little lead time before we have to make any legislative commitments -- not very much lead time, but a little because of the election. There's really nothing very much that we can do to go immediately to hearings, bills, support and introductions in Congress, and so forth.

We have to lay the groundwork right now, and we are doing a series of mailings. We want to involve not only our friends such as PTA and AARP, and I'm sorry that she couldn't be here but

they are very strong supporters. These people have access to huge dissemination potentials.

Gordon Raley -- All of these people have said that they will help us. So this is our job, to build this coalition right now. Toward the summer and fall we need to develop with all our most intimate stakeholders, COSLA, PLA, the Washington office of ALA, and all the people in the library family a strategy for how we are going to set about the formal part of this that turns our hopes and expectations into legislation.

One more thing, if you would permit me. One thing we want to avoid is having anybody split this omnibus idea down the middle and divisively separating school libraries from public libraries; because we are saying here, this is a seamless web, a network of services for children and young adults.

They must have both school and public libraries. So if it's got to be nibbled away at little by little, and it probably will have to be phased in because, if the whole bill -- My own Congressperson asked me the other day how much would this cost if it were all implemented.

I said, well, I really hesitate to say, but I'd say close to $1 billion. She didn't look terribly phased, but then she --

MODERATOR FARRELL: Around here, no one is.

MS. MATHEWS: Around here, no one is. But I think that if we have to divide it up into pieces and phases, probably the early childhood part of it is the part to start with; because our administration feels, as he said the other day, that early childhood programs are above politics. As I said to somebody the other day, I wish he would feel that way about libraries too.

Maybe we'll go with the horse that's running, wherever that horse is going, when we're ready to leave the gate. I could talk a lot about this, as everybody knows. Thank you for letting me have my two bits.

MODERATOR FARRELL: Thank you very much for your presentation. Very informative. If you were to describe a dream library for youth, what would it contain?

MS. MATHEWS: A public library and a school library both? What would it contain?

MODERATOR FARRELL: What would it contain? What would it consist of?

MS. MATHEWS: Well, it would consist of plenty of staff, both professional staff and support staff. It would contain a multitude of materials of all kinds, not only books but periodicals and technology, hardware, software, video, all kinds of information resource based learning tools.

Above all, it would have to have the people, because it's the people who make these resources into programs that get to children and young people. It would have a great deal of attention to pay to parent involvement, whether it is a school or a public library.

Both these types of libraries need to be able to involve parents and other family members. Remember, we're in an era now where there aren't necessarily two parents, and there aren't necessarily the kind of household that first come to mind. Many children are being raised by grandparents.

MODERATOR FARRELL: There are always two parents. It's just where they are.

MS. MATHEWS: It's where they are. Okay. They may not be able to come to the library. We'll say that.

I think it isn't so much what it would contain but how far out it could reach, to caregivers and to adolescents. I would like to see a community, if I had my dream, with the ultimate in school and public libraries that would be able to reach out to every single drug rehabilitation program in the area, every correctional program, every family, where librarians could go and visit families and sit down with them and talk about hopes and dreams and aspirations, where a kids corps, which we have suggested in the Omnibus initiative, could be operating and interacting with older people.

I feel that the inter-generational approach to this, which we have in the Omnibus initiative, too, is very important. We have two groups of outsiders, both of them growing very large, old people like me and very young people. Those two groups need each other desperately.

There's an awful lot of culture sharing and culture transmission that can be done by older people to younger people, but this is labor intensive.

MODERATOR FARRELL: Your answer is much more labor intensive than just bricks, sticks, and books.

MS. MATHEWS: Sure. That's right. We need the sticks, the buildings, and the materials. There are a lot of libraries around that haven't been able to buy a new book for about seven or eight years.

MODERATOR FARRELL: What percentage -- I mean just a guesstimate -- of

existing libraries today would meet your dream characterization, if any? Are we talking about one percent or something?

MS. MATHEWS: I don't know. Very small. They would like to be able to meet it. They dream about it. They want to do it, but they just don't have the wherewithal. Mostly, they don't have the hours in the day, or the dollars to get the materials, or the time to train volunteers.

I mean look at all the people we could train, the caregivers, for instance. Marilyn Miller mentioned this morning the program that we're starting to try to train Head Start directors and librarians to work together with parents on parenting programs and so forth.

The potentials are absolutely unlimited and, if we were doing these things, we would see an almost immediate drop in crime, in addictions, in despair, in isolation, and in fear; and we would raise the level of hope, aspiration, competence, and confidence in kids. That's my dream.

MODERATOR FARRELL: And literacy.

MS. MATHEWS: Yes.

MS. RIDDLE; You're a wonderful spokesman.

MS. MATHEWS: Thank you. That's what keeps me going.

(APPLAUSE)

MODERATOR FARRELL: Thank you very much. Appreciate your coming.

MS. MATHEWS: Thank you.

MODERATOR FARRELL: Our next witness is Mr. Alistair MacKinnon on behalf of the New York State Department of Education. I understand he has a statement to read into the record. Welcome.

Alistair MacKinnon – New York State Department of Education

MR. MacKINNON: Thank you, Moderator Farrell, and other honorable members of the Commission, for this opportunity; and of course, I must make special recognition of Mr. Casey of New York State.

I'd like to deal with two points in a very short period of time. First, libraries, America 2000, and education reform. The main body of the comments there, without objection, I would like to have entered into the record as Commissioner Sobel.

MODERATOR FARRELL: This is a statement by Thomas Sobel?

MR. MacKINNON: Commissioner Sobel, yes.

MODERATOR FARRELL: Of course, it's admitted.

MR. MacKINNON: Before the Joint Congressional Hearing on Libraries, as part of the Open Forum. I will summarize it.

The second point I'd like to deal with is the priority recommendation TEC 07-1. It's on track, and we do not have time to leisurely consider the schedule or any schedule, but we must now deal with implementing the recommendation.

The first item dealing with Commissioner Sobel's statement: We must take a look and define for ourselves what is our vision for education by the year 2000? The President has defined his vision in America 2000. It represents a very good national strategy for educational reform. In New York State, we call our vision the New Compact for Learning, and we are working to implement that.

We live in an information dependent world, and we must prepare people to live in this kind of a world. They must become a learning society. Libraries of all kinds, and you're talking about school libraries, public libraries -- They must become the schooling house of the nation for those who are going to be living in this information world.

As I say, when I speak of libraries in New York State, we tend to have a very comprehensive system. We have over a decade of a State Library working with school libraries, public libraries, research libraries, so that in New York State when we say libraries, we really mean libraries of all kinds.

Other people deal with them at different levels.

I think it's very important, the point that was being made earlier about the question of literacy and those kinds of things. They become very divisive as to who is doing what and where it's being done.

Joshing those in the education community, I suggest that we can close down school houses, because we know that the achievement level of a child correlates very highly with the educational level of the mother. Therefore, let's educate mothers, and the libraries can do a job on that very well.

That's not taken very kindly by educators, but there is a high correlation. So that, yes, we must educate the child, but we must be very cognizant of the literacy level of the child.

The New York Board of Regents have looked

at a policy, dealt with a policy we're trying to deal with, and that is that the literacy level of the parent always equals or exceeds that of their child through secondary education. If we could develop that policy, find ways to work at it, I think we would be in very good shape.

The second item I'd like to address, again very quickly, is priority recommendation TEC 07-1, the information superhighway, NREN. That Act was enacted this past December. That is the how. We must look at the what and the where, where libraries, where correctional institutions, many wheres.

When you take a look at the supplement to the President's budget on U.S. research and development programs, you'll see that education and libraries were invited to set the table, but they were not invited to dinner.

We are in the membership, but we're not on the working group. I think that's a very important shortcoming.

NREN, when enacted, everyone had money except education, and I'm not aware of any monies being reprogrammed on that. When we take a look at this document here, the grand challenges, I think the National Library of Medicine has a key issue that we need to look at.

That is that they talk about a need for the development of intelligent gateways that link conceptually related databases. I think that's a very important issue dealing with artificial intelligence and expert systems. How can we use that along that highway?

We have an intelligence community in which there is some down-sizing. I think it should be very important to start talking with them, because they are used to gathering a great deal of information and data, conceptually related, and developing knowledge out of it. I think that's going to be very important as we deal with this highway system.

This highway is the cornerstone of much of our other agenda. Very briefly, we need to look toward an REA in this area, Rural Electrification Act. That Act developed electricity into rural areas. It now goes to telephone development and to economic development in those areas.

Can we take that concept, TEC, technology for education cooperation, and use that as a way of financing and placing the technology that's going to be needed at the where, so that we can be accessing this superhighway and pay it out over a five to seven year period of time?

I think that these kinds of things, as I pointed out in the beginning -- The train is on the track. We don't have time leisurely to consider a schedule. We must get to work.

Thank you very much for the opportunity. I'd be glad to answer any questions.

MODERATOR FARRELL: As I understand, Commissioner Sobel would have been here but for being called to Albany for official duties?

MR. MacKINNON: Yes. Right.

MODERATOR FARRELL: We should have said that at the beginning. It is a very interesting discussion. You have summed up the debate that will be ongoing in the coming Congresses. I was interested in your comment on the funding.

As I understood it, the Department of Commerce, Department of Energy, the National Science Foundation are always the leader in this. Am I wrong in that?

MR. MacKINNON: No, they always have been.

MODERATOR FARRELL: Should it be changed elsewhere?

MR. MacKINNON: Right now, I think it's properly placed for the moment. It's in the Office of Technology in the Office of the President. There is no agency that has a lead at this time, but I think we need to get out of this mode of always being there to help set the table but not being invited to dinner.

So someone has to be assigned. People have to be assigned. Monies have to be devoted to really getting into the area.

MODERATOR FARRELL: Are you then suggesting that that should be here at the Department of Education, when you say where?

MR. MacKINNON: Yes, absolutely.

MODERATOR FARRELL: We go to the cocktail party, we don't get to the dinner?

MR. MacKINNON: That's right.

MODERATOR FARRELL: Where in the Department of Education would that be?

MR. MacKINNON: Right now, at the present time, that should go probably in OERI. Assistant Secretary Diane Ravitch has been talking about a SMARTLINE. Let's make that SMARTLINE effort how we're going to use the NREN.

We have technology transfer. That's been a function that's been there. There is also knowledge, technology, and knowledge transfer, as I said, from the intelligence community who are used to gathering considerable amounts of data and

information to develop knowledge.

In a previous life, when I was working on the development of a data system and required the data system for education, the management information system -- required the contracting with the Federal Systems Division of IBM, this was in the late Sixties, I made one stipulation in that contract.

Number one -- There was one main one. All employees on that contract had to have had previous experience in the intelligence community, because in education when you design data systems, educators are always very squeazy on what they want as an outcome.

Those in the intelligence community are not defining what it is that they want as an outcome, because they don't know what's coming in. Therefore, we designed that into the system, that let's bring data in that's accessible, that's available, and then as we go along and become smarter in the manipulation of information and data to gain knowledge that it will, in fact, be there and we'll have ways to access it.

This is the artificial intelligence and expert systems that have been in the military, have been in industry for a long period of time. I think we need to draw on them.

The National Library of Medicine -- That's one of the things that they suggest in here. Is there a need for intelligent gateways? A parent with a child in a public school will ask a certain kind of question of the system. A parent doing home schooling has a similar question, but it's of a different nature and needs a different level.

A teacher will ask for different kinds of information. NREN, in the first instance, the President's program, has curricular frameworks that are established at the state level. Can all states through their state libraries have access to the research databases through NREN as it becomes implemented at the local level?

Can that information then be available for implementation at the local level, school libraries, public libraries, wherever it might be needed?

MR. CASEY: Let's call on your considerable expertise and experience in getting legislation enacted at the state and national level. My question is going to be devoted to the Omnibus Children and Youth Literacy Initiative.

The question is in perhaps three parts. Which committee in the House and Senate would you think would be the normal one to prepare legislation, hold hearings, ones dealing with Health and Human Services or committees dealing with education?

Now there are committees in both houses dealing with education, in both houses dealing with various aspects of health and human services. That would be one question.

The second is some views on strategy to get the bill enacted, your ideas on a time schedule. How many years are we looking at?

So in those general questions, if you would make some additional comments, we would appreciate it.

MODERATOR FARRELL: Keeping in mind, we recognize the sequential reference to all bills, and not to get you in trouble with --

MR. MacKINNON: No, and I agree. I was just going to throw in another one, that the Ways and Means Committees really handled childcare when it was put into Title XX. So that you play the opportunist. Who is ready? Who is willing? Who is listening? Go to them.

If it's education, fine. If it's health, fine. But you've probably got to have both. There is a considerable amount of discussion in the education community, the need to draw together the interrelationships of services.

So I think you'll find, at least on the education side, a willingness to work with health and welfare and those other kinds of things in looking at the combined services being available for the family, the child, and the child's family in some sort of a community place.

If it's not up now, it won't be up for another two years, because it takes two years to talk it. You may get it up -- It wouldn't be out for at least another two years. If you haven't got a real drive in those first two years, then you're talking about the second two years. So you're four years out.

That's part of why I was saying on this question of the NREN kind of piece, that, you know, that.s on track already. That's been enacted. You know, we cannot leisurely consider schedules, but really need to start moving on a number of fronts at the present time.

MODERATOR FARRELL: In Washington parlance, that means find your horse.

MR. MacKINNON: Find your horse and ride it hard.

MODERATOR FARRELL: Thank you very much.

MR. MacKINNON: Thank you.

MODERATOR FARRELL: Sara Parker on behalf of the Pennsylvania delegation. Good afternoon, and welcome.

Sara Parker -- Pennsylvania delegation to WHCLIS

MS. PARKER: Thank you, Mr. Chairman. For the record, I'm Sara Parker. I am Commissioner of Libraries in Pennsylvania, and I accompanied the White House delegation from Pennsylvania. I am speaking on their behalf.

The Pennsylvania delegation would certainly agree with the President when he wrote in the transmittal letter that the White House Conference "has generated many worthwhile recommendations."

The Chairman of the Pennsylvania delegation is the person who, at approximately seven o'clock, moved to table the rest of the recommendations or indeed we might have had many more. So Pennsylvania would underscore the many, and that is the subject of my presentation to you.

MODERATOR FARRELL: For someone who was on the platform at that time, it was an act of God.

MS. PARKER: Yes, I saw the look on your face, Mr. Chairman.

I think at this point we probably do not even have an accurate count of what it is we are to implement. We have the numbers of the resolutions in toto. We know that the largest of those has fortyseven separate points, but we do not have, I think, at this point a true sense of what we are to implement.

Pennsylvania would, I believe, tell you they are all important, but I do not believe we would say they are all equally important. I think that some reinforce each other and work together, and that others may not.

What Pennsylvania is asking is that NCLIS take us to the next plateau of understanding as we begin the implementation process. We recommend a content analysis which would include some topical groupings, which would be viewed through a series of lenses.

We also would like some indexing or an element dictionary of the content of the resolutions, so that we can reference the resolutions conceptually. It would be nice to have something as simple as a chronological numbering of the resolution so that we are not dealing with long, lengthy letters and numbers to speak to each other about what is needed.

Pennsylvania believes that this kind of work being done by NCLIS would move us forward with implementation in a more cohesive way. Otherwise, I think we may risk some "picking and choosing" by individuals and groups isolating several resolutions, and that some wordings may be preferred over other wordings from the resolutions; and it may indeed even be divisive.

We think that this kind of synthesis or topical arrangement that we're asking for would let the Commission and the library communities form benchmarks and criteria by which implementation strategies can then be assessed.

Finally, that kind of topical synthesis would enable the states to correlate the White House Conference recommendations with the recommendations of the individual Governors conferences. We believe that this is uniquely NCLIS' work, and we would encourage the National Commission to undertake this with dispatch and energy.

It is also important to the Pennsylvania delegation that the National Commission keep fidelity to all the representatives at the White House Conference so that the voices of library users, officials, and those who govern and advocate for libraries keep continual involvement along with the librarians and the information professionals.

Thank you.

MODERATOR FARRELL: Thank you very much. You have summarized the Conference and the problems they had.

That concludes the list of witnesses that formally notified the Commission that they would like to appear today at the Open Forum.

Is there anyone else in the room who would like to offer testimony, comment as it relates to the issues?

I assume no one --

MR. CHARLES E. REID: At this time I would like to, on behalf of the Commission, thank all the participants who have made this Forum so meaningful and to give guidance to the National Commission as we go into our deliberations about the recommendations of the White House Conference.

I want to thank particularly yourself, Mr. Moderator, and Kay Riddle and Dan Casey for their work in putting this Forum together. Mike even kept his coat on all the time. They had great

forbearance, but I think you have done a fine job, and I think they deserve a hand.

MODERATOR FARRELL: Thank you.

(APPLAUSE)

MODERATOR FARRELL: With that -- and I thank you very much. -- I would like to reemphasize that the record will remain open until March 31 for additional comments, as well as copies of statements, to be sent to the Commission. We will make it part of the summary.

I would especially like to thank the Department of Education for supplying the room for us today, for the President in sending his recommendations and the Summary Report to the Congress;

Most of all I'd like to thank the delegates to the White House Conference, the delegates and alternates, and those who worked on the Conference itself, and then you today who appeared and took the time and effort to continue the process.

We look forward to working with you, in cooperation with you, as one of your resources that we advise the President and Congress on issues of concern to the library community.

I thank you. With that, I'll conclude the Forum for the day.

(WHEREUPON, the Open Forum was adjourned at 3:53 P.M.)

WRITTEN STATEMENTS

Statement of

Marie Harris Aldridge

Member, National Association of State Educational

Media Professionals

for the

NCLIS Forum

on the

White House Conference on Library and Information Services

March 10, 1992

Good Afternoon, Commissioner J. Michael Farrell, Moderator; Secretary Lamar Alexander, U.S. Department of Education, Chairman Charles E. Reid and members of the National Commission on Libraries and Information Science, and distinguished forum panelists.

I am Marie Harris Aldridge, Supervising Director of Library Services, District of Columbia Public Schools.

I have been a member of the National Association of State Educational Media Professionals since 1985. Elected and served as delegate-at-large for three years, 1987-89.

I have been asked by Ms. Betty Latture, who is the current president and a Charter member of NASTEMP to represent our organization today. Ms. Latture is the Coordinator of Library Media Services and Distance Learning, Tennessee Department of Education, Nashville, TN.

Mrs. Latture regrets that she is unable to be here today. She has asked me to express the special needs and concerns of the NASTEMP membership regarding the WHCLIS resolutions and recommendations. Specifically, she requests that attention be given to the Omnibus Children and Youth Li-

teracy Initiative.

It is my distinct honor and privilege to represent the National Association of State Educational Media Professionals (NASTEMP) today at this forum. Allow me to share some brief information about NASTEMP, its membership, its purpose and objectives. NASTEMP is composed of over 110 library media and educational media professionals. The active members hail from any state of the United States of America, the District of Columbia, the United States Department of Education, the Possessions and Territories of the United States of America, as well as international affiliates.

NASTEMP has a strong commitment to strengthen and improve education through effective utilization of library media and educational technology programs. The objectives of this association are to:

1) To implement within each state agency expanded educational media programs with leadership, staff, and budget;

2) To assist other associations in their efforts to facilitate education through effective development, evaluation, and utilization of educational media;

3) To maintain an information service about state programs, innovative projects, experimental studies, and current developments;

4) To advance the professional standards of educational media personnel;

5) To improve the preservice and inservice education of teachers in the effective use of educational media; and finally

6) To encourage research and study of educational media.

I will give an example of how closely aligned our aried activities are to some of the White House Conference priority recommendations.

On September 24th - 25th, 1986, close to fifty percent of the membership participated in a meeting which focused on group participation to deal with oritical issues. The results were published in 1987 in a document **"Goals and and Objectives for the 90's: A Report of the NASTEMP Think Tank".**

Among the topics covered were:

1) The changing role and image of the school library media specialists; (Ex. - AASL/AECT "Information Power")

2) Assessment of technology's impact on curriculum and instruction; (Pilotproject in use ofthech-BRLMC)

3) Theshortage of school librarymedia specialists;

4) Evaluation of library media personnel;

5) Library Media learner outcomes

6) Statistics data base information file; and funding for school library media programs.

Each topic contains goal statements, objectives and activities.

Given the broad-based representation of NASTEMP, this document reflects the many efforts already undertaken or being considered for implementation by the members in their work settings around the country.

While many of the White House Conference priority recommendations have impact upon our membership, the Omnibus Children and Youth Literacy Initiative merits support at all levels - federal, state and district.

Within this inititiative, the School Library Services Title can impact upon every school in America. To quote Sen. Paul Simon "Education is not a luxury, librarians are not a frill".

On behalf of President Betty Latture and the NASTEMP membership, I express sincere appreciation for this opportunity to bring a statement from this association. As an Alternate Delegate, I want to congratulate the Commission for successfully carrying out the White House Conference and for this forum today.

Goals and Objectives for the '90's:

A Report

of the

NASTEMP Think Tank

INTRODUCTION

The National Association of State Educational Media Professionals, composed of over 110 library media and educational media professionals, has a strong commitment to strengthen and improve education through effective utilization of library media and educational technology programs. In response to such national reports as A Nation at Risk (USDE) and the recommendations of the National Task Force on Educational Technology chaired by William Ridley, the association identified a need to focus on several critical concerns and issues. These areas included, but were not limited to:

- the changing role of the public school library media specialist;
- the assessment of the impact of technology on curriculum and instruction;
- the critical shortages of qualified personnel in the library media field;
- evaluation of library media personnel;
- the need for demonstration schools in each state;
- library media learner outcomes.

Given these and other needs, the NASTEMP Executive Boards during the presidencies of Ralph Whiting of Wisconsin, Eloise Kirk of Alabama, and Kenneth Neal of Utah developed proposals to sponsor a meeting or conference which would function as a "Think Tank." On September 24 - 25, 1986, close to fifty percent of the membership participated in a meeting which focused on group participation to deal with critical issues. Facilitated by Marie Sivak of Illinois, the association members completed a draft document on recommendations for further action by NASTEMP.

The following report is the final result of that document which has been reviewed and refined by the entire NASTEMP membership and the Executive Board. Special thanks is offered to John W. Shearin of Indiana who edited and published the final document. He was assisted in its layout and design by Erin Payne.

The impact or importance of the document remains in the hands of NASTEMP members. It is the hope of this Executive Board that members will use the document as an outline for future NASTEMP directions.

Paula Montgomery
President - 1987

TOPIC ONE:

The changing role of the school library media specialist; and, the image of the school library media specialist.

GOAL I - School library media specialists should enable children to learn, instructors to teach, and administrators to manage effectively and efficiently.

- **OBJECTIVE A** - To administer school library media programs to maximize the use of, and the access to, learning resources.
  - **ACTIVITY 1** - Formulate standards, together with the American Association of School Librarians and other professional associations, which address issues of access.
  - **ACTIVITY 2** - Encourage state education agencies and state professional associations to identify exemplary school library media programs in their respective regions.
- **OBJECTIVE B** - To participate in the instructional process to develop independent, life-long learners.
  - **ACTIVITY 1** - Promote cooperative efforts involving library media personnel with other instructors.
  - **ACTIVITY 2** - Develop means of assessing students' library skills competency.
- **OBJECTIVE C** - To assume a professional, responsible role within the overall education profession.
  - **ACTIVITY 1** - Promote participation of library media specialists on appropriate curriculum committees.
  - **ACTIVITY 2** - Develop and promote a buddy system for beginning school library media personnel.

GOAL II - School library media specialists should be perceived by students, teachers, administrators, parents, community members, decision makers, and teacher preparation institutions as essential to providing quality education and producing life-long learners.

- **OBJECTIVE A** - To create within the library media profession an understanding of the appropriate role of the school library media specialist.
  - **ACTIVITY 1** - Include in future guidelines of the American Association of School Librarians and the Association for Educational Communications and Technology a general description of the school library media specialist's role.
  - **ACTIVITY 2** - Prepare a booklet delineating the duties and responsibilities of professional and support staff personnel with sample job descriptions for each.
- **OBJECTIVE B** - To create within the educational community at large an understanding of the appropriate role of the school library media specialists.

TOPIC TWO:

Assessment of the impact that technology can have on curriculum and instruction.

GOAL I - Appropriate technology should be incorporated effectively into the design and implementation of instruction.

- **OBJECTIVE A** - To promote the concept of the long-range delivery of instruction for isolated areas.
  - **ACTIVITY 1** - Compile, evaluate, and disseminate data on the long-range delivery of instruction.
  - **ACTIVITY 2** - Pilot projects involving the use of technology to deliver instruction to remote sites.
- **OBJECTIVE B** - To formulate guidelines for utilization of technology.
  - **ACTIVITY 1** - Work with the American Association of School Librarians, the Association for Educational Communications Technology, and other professional associations to develop and publicize national media guidelines.
  - **ACTIVITY 2** - Work within state education agencies and state and regional professional associations to establish state and regional media guidelines.
- **OBJECTIVE C** - To encourage local education agencies to consider all types of technology as integral parts of instructional design.
  - **ACTIVITY 1** - Correlate materials with learning outcomes.
  - **ACTIVITY 2** - Promote the use of networks and data bases.
- **OBJECTIVE D** - To define the role of the educator in the "technology age".
  - **ACTIVITY 1** - Encourage research studies by educational institutions.
  - **ACTIVITY 2** - Facilitate the cooperative efforts of state education agencies and professional associations.

GOAL II - Teacher training programs should prepare educators to technology effectively for instruction and the management of instruction.

- **OBJECTIVE A** - To promulgate certification requirements for all teachers which require comprehensive training in the use of instructional technology.
  - **ACTIVITY 1** - Compile and disseminate pertinent certification requirements from the various states.
  - **ACTIVITY 2** - Work cooperatively with teacher training institutions to develop the necessary curricula.
  - **ACTIVITY 3** - Work within state education agencies to encourage state boards of education to establish desired certification criteria.
- **OBJECTIVE B** - To develop in library media specialists a working knowledge of the appropriate technology to effectively administer a library media program.
  - **ACTIVITY 1** - Encourage regional labs to sponsor conferences and identify demonstration sites.
  - **ACTIVITY 2** - Encourage professional associations to sponsor instructional technology-related conferences and workshops.
- **OBJECTIVE C** - To provide appropriate inservice training for teachers in the effective use of instructional technology.
  - **ACTIVITY 1** - Present workshops at conferences of education associations.

TOPIC THREE:

The shortage of school library media specialists.

GOAL I - Sufficient numbers of appropriately trained school library media specialists should enter the field annually to adequately fill the professional openings nationally.

- **OBJECTIVE A** - To determine the extent of the need for school library media personnel in the next ten years.
  - **ACTIVITY 1** - Conduct a survey on the number of school library media specialists currently employed including the age range of those specialists.
  - **ACTIVITY 2** - Predict the future need for certified library media professionals.
  - **ACTIVITY 3** - Conduct a survey on the number of individuals who will be receiving school library media certification within the next three years.
- **OBJECTIVE B** - To recruit potential school library media specialists into the profession.
  - **ACTIVITY 1** - Compile and disseminate lists of institutions which offer accredited school library media certification programs.
  - **ACTIVITY 2** - Compile and disseminate information on the need for and the importance of school library media specialists.
    - **TASK (A)** - Produce a video tape promoting school librarianship as a career.
    - **TASK (B)** - Prepare a model recruitment flyer.
    - **TASK (C)** - Generate journal articles explaining the shortage and encouraging individuals to enter the profession.
    - **TASK (D)** - Make appropriate presentations at conferences, etc.
  - **ACTIVITY 3** - Compile and disseminate information explaining individual states' certification requirements.
  - **ACTIVITY 4** - Maximize the use of job lines and placement services.
- **OBJECTIVE C** - To evaluate, on a regular basis, institutions preparing library media specialists as to the appropriateness of their programs.
  - **ACTIVITY 1** - Encourage the American Association of School Librarians to complete the approval of the graduate/undergraduate program guide.
  - **ACTIVITY 2** - Encourage the National Council for Accreditation of Teacher Education to revise existing standards.
  - **ACTIVITY 3** - Explore alternative methods of library media specialist preparation and continuing education.
- **OBJECTIVE D** - To ensure that institutions preparing school library media specialists take an active part in conducting library media-related research.
  - **ACTIVITY 1** - Encourage institutions with research responsibilities to work cooperatively to determine critical areas of need and eliminate duplication.
  - **ACTIVITY 2** - Coordinate regional research through clearinghouses and/or laboratories.
- **OBJECTIVE E** - To promulgate cerification requirements for school library media specialists which accurately reflect the competencies necessary for their role within the education community.
  - **ACTIVITY 1** - Recommend and monitor certification revisions by state boards of education.
  - **ACTIVITY 2** - Work cooperatively with teacher training institutions to develop the necessary curricula.

TOPIC FOUR:

Evaluation of library media personnel.

GOAL I - The job performance of school library media personnel should be evaluated fairly and realistically.

- **OBJECTIVE A** - To increase the awareness of the purpose of evaluation among all concerned.
  - **ACTIVITY 1** - Generate journal articles.
  - **ACTIVITY 2** - Make appropriate presentations at conferences, etc.
- **OBJECTIVE B** - To create within the educational community an understanding of the value of excellent school library media personnel and programs.
  - **ACTIVITY 1** - Make appropriate presentations to professional associations.
  - **ACTIVITY 2** - Generate journal articles.
  - **ACTIVITY 3** - Compile and disseminate the results of studies on the positive effects of good school library media programs.
- **OBJECTIVE C** - To develop and implement a set of appropriate, outcome-based "indicators of quality" which recognize the dual teacher/administrator role of the school library media specialist.
  - **ACTIVITY 1** - Research the literature.
  - **ACTIVITY 2** - Gather input from a wide range of professionals.
    - **TASK (A)** - Survey state education agencies and professional associations for exemplary personnel and programs.
    - **TASK (B)** - Identify those features that are common to all (or most) exemplary programs.
  - **ACTIVITY 3** - Secure broad-based professional support of the identified indicators.
    - **TASK (A)** - Disseminate the list of indicators to the Council of Chief State School Officers and other organizations.
    - **TASK (B)** - Generate journal articles.
    - **TASK (C)** - Make appropriate presentations at conferences, etc.
- **OBJECTIVE D** - To train library media specialists in methods to evaluate the effectiveness of their own programs.
  - **ACTIVITY 1** - Encourage the American Association of School Librarians and the Association for Educational Communications and Technology to develop output measures comparable to those established for public libraries.
  - **ACTIVITY 2** - Encourage educational media associations to include workshops on program evaluation at professional conferences.
  - **ACTIVITY 3** - Develop and disseminate indicators of excellence for school library media programs.

TOPIC FIVE:

Library media learner outcomes.

GOAL I - Students should acquire, as part of their overall formal education, certain necessary library media-related skills; including, but not limited to, the ability to access, process, and effectively communicate information, and the ability to appreciate literature.

- **OBJECTIVE A** - To present library media skills instruction as an integral part of the overall curriculum.
  - **ACTIVITY 1** - Encourage cooperative efforts of building-level library media personnel, administrators, and other educators to plan and present integrated library media skills instruction in all curriculum areas.
    - **TASK (A)** - Publish library media skills guides which integrate skills into all curricula areas.
    - **TASK (B)** - Develop inservice training in how library media specialists can be involved in the curriculum process.
  - **ACTIVITY 2** - Encourage flexible scheduling which allows time for class as well as individual and small group work.
- **OBJECTIVE B** - To evaluate library media-related skills learner outcomes in a meaningful manner.
  - **ACTIVITY 1** - Compile and evaluate existing tests.
  - **ACTIVITY 2** - Develop a model criterion-referenced test instrument.
  - **ACTIVITY 3** - Distribute appropriate information through state education agencies to local education agencies.

TOPIC SIX:

Statistics data base information file; and, funding for school library media programs.

GOAL I - There should be a national office for school library media programs.

- **OBJECTIVE A** - To encourage state education agencies and various professional associations to promote the concept of a national office.
  - **ACTIVITY 1** - Present information at professional conferences.
  - **ACTIVITY 2** - Solicit the support of individual chief state school officers within state education agencies.
- **OBJECTIVE B** - To promote the concept of a national office to the United States Department of Education.
  - **ACTIVITY 1** - Contact, both individually and as associations, the office of the Secretary of Education.
  - **ACTIVITY 2** - Contact other federal administrators and congress members.

GOAL II - A national data base of information pertaining to school library media programs should be established.

- **OBJECTIVE A** - To compile information regarding state and national legislation, policies, regulations, etc.
  - **ACTIVITY 1** - Survey state education agencies and professional associations for information.
  - **ACTIVITY 2** - Ascertain what other sources of pertinent information exist.
- **OBJECTIVE B** - To disseminate pertinent infomation to state education agencies and concerned professional associations.
  - **ACTIVITY 1** - Publicize the existence of the clearinghouse.
  - **ACTIVITY 2** - Publish survey results in professional journals.
  - **ACTIVITY 3** - Provide information on request to researchers and others.

GOAL III - School library media programs should be provided with adequate personnel, materials, and financial resources.

- **OBJECTIVE A** - To base requests for resources on assessed needs which relate to clearly identified desired outcomes.
  - **ACTIVITY 1** - Assess the current status and needs of school library media programs in terms of local educational goals as well as state, regional, and national standards.
  - **ACTIVITY 2** - Encourage the revision of national guidlines.
  - **ACTIVITY 3** - Publicize exemplary school library media programs.
- **OBJECTIVE B** - To promote the premise that all school library media program development be based on specific short and long range plans.
  - **ACTIVITY 1** - Develop planning process quidelines, and encourage their use by local education agencies.
  - **ACTIVITY 2** - Develop appropriate inservice training in planning for school library media personnel.
- **OBJECTIVE C** - To establish staffing patterns which provide professional and support staff personnel in proportions commensurate with short and long range plans.
  - **ACTIVITY 1** - Develop presentations to illustrate the characteristics of exemplary school library media programs.
  - **ACTIVITY 2** - Develop staffing guidelines based on program functions.
- **OBJECTIVE D** - To provide the financial resources required at the appropriate levels to implement short and long range plans.
  - **ACTIVITY 1** - Encourage government entities to allocate funding.
  - **ACTIVITY 2** - Pursue collaboration with philanthropic foundations, oranizations, etc.
- **OBJECTIVE E** - To make the most effective use of financial resources.
  - **ACTIVITY 1** - Influence the marketing of school library media materials to the benefit of the educational community.
    - **TASK (A)** - Negotiate purchase terms with vendors.
    - **TASK (B)** - Encourage the support of vendors who are sensitive to the specific needs of the educational community.
    - **TASK (C)** - Promote the practice of negotiating state-wide contracts and licenses for equipment and materials where appropriate.
  - **ACTIVITY 2** - Identify possible funding sources.
  - **ACTIVITY 3** - Encourage local education agencies' committment in equipment and materials acquisition.

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TESTIMONY
OF THE
INFORMATION INDUSTRY ASSOCIATION
BEFORE THE
NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE
MARCH 10, 1992

1991 WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

Mr. Chairman and Members of the Commission:

My name is Kenneth B. Allen, Senior Vice President for Government Relations, of the Information Industry Association. I am pleased to be here today on behalf of the Association to discuss the 1991 White House Conference on Library and Information Services.

The Information Industry Association (IIA) represents 650 information companies involved in the creation, distribution and use of information products, services and technologies. Our members are dedicated to providing the products, services and technologies needed to meet the information needs of our society.

I am pleased to note that many members of the Information Industry Association participated in the 1991 White House Conference on Library and Information Services. Two members served on the Conference Advisory Committee; one of whom was selected as the Vice-Chair of the Conference. Many Association members were involved in the pre-conference activities throughout the nation. A number of information industry representatives served as delegates to the Conference itself. And, of course, much of the non-governmental funding required for the Conference was contributed by private sector information companies. On a

personal note, I would like to mention that I had the pleasure of serving as a delegate to the National Conference.

The information industry played a major role in supporting the 1991 White House Conference. We did so because of our commitment to shaping an Information Society which will truly benefit all the citizens of our nation. That commitment continues. The Information Industry Association has carefully reviewed the summary report of the Conference. Based upon that review, the Board of Directors of the Information Industry Association adopted a statement on February 23, 1992. I would like to read that statement into the record.

Statement of the Information Industry Association regarding the
1991 White House Conference on Library and Information Services

During the past decade the world has entered an Age in which information has become an essential element in the effective operation of both society and economy. The longstanding American commitment to the First Amendment, a diversity of information sources, and a competitive marketplace have positioned the nation well for this new Age.

Unfortunately, the very traditions which have served the nation so well for more than two hundred years are now threatened. Through inaction and ignorance, the United States is embarked upon a path which will diminish the value of the very assets most needed during the coming years if the country is to succeed in an increasingly competitive global marketplace. Those assets are the nation's libraries and information services. It is not too late to reverse this trend.

The final report of the 1991 White House Conference on Libraries and Information Services provides an important distress signal regarding three issues fundamental to the nation's health: productivity, literacy and democracy. The issues addressed by this report are critical to

the future of the United States. Failure to heed this signal will lead the nation down a path from which it may be difficult, if not impossible, to retreat.

The Information Industry Association calls upon policy officials and citizens throughout the nation to acknowledge the basic principle upon which this nation was founded: the right of all citizens to acquire and use information without fear of government control. As the world enters the Information Age, the country must affirm this principle and take positive steps to ensure that the information needed by citizens is available and that they have the capability to acquire and use such information. The 1991 White House Conference on Libraries and Information Services demonstrated that there is a national commitment on the part of the citizenry to this goal. The final report of this Conference provides an action agenda which will serve as a starting point towards attaining this goal.

There are recommendations contained in the summary report of the 1991 White House Conference which are contrary to the public interest and with which the Information Industry Association would disagree. However, the Association does support the message and overall theme of that report. Accordingly, consistent with the intent of the recommendations contained in the Conference report, the Information Industry Association calls upon policy officials to adopt policies and programs which will:

- Enhance literacy.
- Ensure public access to government information.
- Facilitate the evolution of an information superhighway which is equally available to all interested persons while protecting intellectual property rights.
- Ensure that intellectual property law keeps pace with new technologies.
- Protect and strengthen basic democratic principles, such as the First Amendment and protection against government censorship of information content and use.

- Protect the privacy of information users against inappropriate government intrusion.

The Information Industry Association is committed to working with governments and other interested parties to shape laws and policies which are consistent with these recommendations.

The Information Industry Association has long been committed to the evolution of an Information Society based upon the following principles:

- Information is a valuable resource that benefits individuals, businesses and governments.

- The ability of citizens to acquire information is essential to their self-fulfillment as individuals and to self government. Government should not regulate information content or limit the ability of individuals to acquire information.

- A healthy and competitive private information industry contributes to the economic, social and political health of individuals and nations by providing high quality, timely information products and services which enhance the quality of life and improve the allocation of societal resources.

- Reliance upon the marketplace to develop and deliver information products and services will provide the most effective response to society's diverse and expanding information needs and will also safeguard and enhance essential individual freedoms.

- Society is best served by ensuring that the creators and owners of intellectual property are guaranteed strong protection which provides appropriate compensation for their efforts.

- A democratic nation requires a healthy diversity of information sources, which includes government, the private sector information industry, not-for-profit community, academic and research communities, and library community.

Consistent with the theme and intent of the 1991 White House Conference on Libraries and Information Services, the Information Industry Association will continue to work towards the above principles. In addition, the Information Industry Association has pledged to work with the library community towards a national strategy, policies, and programs which will:

- Provide an appropriate degree of government funding for the nation's libraries.
- Address issues of mutual concern and, as appropriate, develop specific recommendations for governmental action in areas such as privacy and intellectual property.
- Enhance partnerships between the information industry and the library community.
- Assist the library community in enhancing its ability to meet the information needs of its users.

The future cannot be put on hold. Now is the time for all interested persons to work together to ensure that our nation is able to meet the challenges of tomorrow.

The Information Industry Association is committed to working with the Commission and all interested parties on meeting those challenges. That concludes my statement.

Thank you.

Remarks of Scott Armstrong
to the United States National Commission on Libraries and
Information Science
March 10, 1992

My name is Scott Armstrong. I am an author and was formerly a reporter with the Washington Post. I left in 1985 to write a book on foreign and defense policy and in the process founded the National Security Archive, a non-profit library facility located in the Brookings Institution in Washington, DC and devoted to serving the needs of citizens, journalists, scholars, and former officials for declassified national security documentation. I am presently the Visiting Scholar of International Journalism at The American University's School of Communication.

I appear before you as a consumer and as a purveyor of government information. I take great pride in the fact that I have received several awards from the library and journalism communities for my efforts to increase access to information. Next Monday, March 16, Freedom of Information Day, the birthday of James Madison, I will be deeply honored to receive from the Coalition on Government Information, chaired by the American Library Association, the James Madison Award for championing the public's right to know. In short, I am here because I care deeply about these issues.

While I could address each recommendation of the White House Conference on Library and Information Services individually. I believe you may find my remarks more useful if I summarize the nature of the problems as I see them today. While I believe that the White House Conference recommendations address these problems, these recommendations are not new. They lack sufficient recognition of (a) a breadth and depth of the current problem and (b) the responsibility for the problems as they are presently manifested. I apologize for not offering you more documentation for each point but your brief time limit dictates only a cursory overview. I will illustrate my points with references to national security information because that is the area with which I am most familiar but I have little doubt -- indeed I have much confirmation from my peers in journalism -- the same problems are found uniformly across the United States government.

The recommendations facing implementation in 1992 propose solutions appropriate to the problems of 1982. In the intervening decade, after the completion of eight years in office by Ronald Reagan and three years of George Bush, those problems have worsened by several orders of magnitude. They have grown not arithmetically , but geometrically. All the fine recommendations of the White House Conference on Library and Information Services will be for naught unless the fundamental problem is addressed. Two successive administrations have systematically and deliberately attempted to undermine virtually every statute, every formal agency practice amd every informal government custom which have provided raw and processed information to citizens for decades. The culture of obstruction has been institutionalized. Secrecy grows like topsy. What has prevailed is the arrogance of those officials, both political

appointees and careerists, who believe the public has no right or interest in government information.

Make no mistake about the nature of my charges. I believe that many of the individuals and policies which have crippled citizen access to information date back to earlier administrations, to agency bureaucracies operating under Democrats as well as Republicans. Many of the fine civil servants working to make information available in 1980 are still trying -- largely in vain --to obey the law in 1992. This is not a partisan issue. At the same time, it is inescapable that the current dimensions of the problem and its rate of growth are the direct and intentional results of well considered -- if ill-conceived -- policies of the Reagan and Bush administrations. From the prospective of the working journalist, these get worse by the day.

Government press offices and public relations machinery have grown enormously in an effort to control the nature of the public policy debate; over one hundred thousand dollars is spent on the care of feeding of each major White House, Pentagon and State Department reporter. At the same time, we are told there is no budget to publish basic, recurring sources of information. We are told there is no money or personnel to allow the processing of documents under the Freedom of Information Act.

In 1980, the Department of Defense gave standing instructions to cooperate with journalists seeking routine information. Over the past decade, the Department has adopted a position that journalists must file Freedom of Information Act requests for even the most mundane information. Often those requests are stonewalled with journalists being told to go to court to litigate for information.

Recently, a congressional investigation by Rep. Howard Wolpe uncovered a NASA document entitled "Suggestions for Anticipating Requests Under the Freedom of Information Act." It is an instruction manual on how to preventing the public from exercising its right to know. This memo directs a regular review of files to identify what needs to be rewritten "in such a way as to minimize any adverse impact should they be publicly disclosed." Then destroy the old documents, it instructs. The memo tell which will likely avoid having to respond to FOIA requests in the first place and make the response incomprehensible if the first level of obstruction fails. It advised users to not cite the sources of information in a document for fear that, if released, it will point to other documents.

These "suggestions" advise government employees to put important record information on "yellow stick-ons" so that if requested under the FOIA the stick-ons can be removed and be deliberately put our of order as separate documents to assure that "furnishing out of context copies of stick-ons can render any information released significantly less meaningful. In this regard, printing rather than writing in script also generally makes it harder to assign authorship (and context) to a particular note or document".

Congressman Wolpe will hold hearings later this week on the origins and use of such instructions. I urge you to stay abreast of his inquiry.

There are hundreds of examples of the Council on Competitiveness, chaired by the Vice President, intervening to prevent vital information from being collected or from being disseminated or from being utilized on the public's behalf. Tragically, there are also hundreds of examples in the past decade of public employee or contractor Whistleblowers being first ignored, then silenced and ultimately punished for revealing extensive fraud, safety violations of enormous proportions and other wrong doing. There are no accidental cover-ups in information policy. They are deliberate and systemic.

Despite the growth of the use of electronic information by government agencies, it is the official position of this administration that such electronic records as those contained in an agency's internal electronic mail and record systems are not public records. Rather than requiring the preservation of important records, the National Archives and Record Administration has allowed the wholesale destruction of our nation's history On the eve of the Bush inauguration, only a law suite prevented the electronic erasing of the entire National Security Council database, including the now infamous "Profs" system. It is now likely that less documentation will be preserved about important decisionmaking in the Persian Gulf War than is preserved from the Civil War.

Rich databases of information collected at taxpayer expense which are of enormous potential value to the public are regularly put beyond reach of the public with artificial and often false claims that they can not be retrieved except through software which is unavailable to the public under proprietary rules and with calculated and unpersuasive arguments that corporate information require protection from the public.

The Department of Justice has urged other departments, agencies and organizations to adopt the National Security Council's policy that the records in each officials office are not agency records but personal files, the CIA's practice of indexing files under systems which are themselves not accessible under the FOIA or even under most internal record keeping systems and the State Department's successful institutionalization of delays which effectively prevent any particular item of otherwise releasable information from being released for at least three years. The Office of Information and Privacy in the Department of Justice has spread the virus of information obstruction to virtually every organ and cell of our government.

The effects of such practices are cumulative. Despite increased information collection by the government, despite the end of the cold war, and with it, the end of the need to classify most of the information so tightly controlled under the rationale of potential threats to the national security, despite all this, every month, less information is available to the public and its representatives.

Non-profit organizations which provide vital feedback to congress and the public about executive skullduggery have been muted. Scholars have given up on documenting their work with government information and rely increasingly in journalistic accounts instead.

Journalists are rendered progressively more ignorant, out of date, irrelevant and ineffective. Congress, itself, is deprived of necessary information so systematically that it has difficulty remembering what meaningful oversight means in most areas. Even the watchdogs within the executive branch, the auditors and inspector generals, in the rare instances where they are pointed to important information, are stonewalled.

The fact of the matter is that I do not believe that more than a small number of librarians, former officials, journalists and scholars are both sufficiently knowledgeable and outraged to insist that these problems be resolved. Presently, those of us who care can influence policy recommendations, perhaps even the language of legislation and the conduct of oversight. But we cannot run the government. Until a change of policy occurs in the White House, the Office of Management and Budget, the National Security Council, the Department of Defense, the Department of Justice, the National Archives and hundreds of other departments, agencies and offices -- until there is a commitment to openness in government from the top down -- none of these recommendations will make a dent in the problem. Until the word goes out from the President that he would like to see such laws as the Administrative Practices and Procedures Act, the Federal Records act and the Freedom of Information Act obeyed -- until that time, the implementation will only mildly retard the rate at which information is irretrievably lost to citizens.

This is not to say that the United States National Commission on Libraries and Information Science and the Unites States Congress cannot do something. The White House conference following the able lead of the American Library Association and the Association of Research Libraries and others has articulated a complicated agenda of interests and subinterests. Their recommendations and priorities register with my interests and needs as a professional journalist. But only vaguely. We all must be clearer and more straight forward in our thrust: the executive branch is by and large directly and solely responsible for most of what we want to change.

Simply put, George Bush, Dick Darman, Jim Baker, Dick Cheney, and/or Attorney General William Barr could correct most of these problems overnight, if any one of them chooses to do so. If you want to do something effective, hold this administration up to the intense and extensive ridicule and contempt it so richly deserves. Unremitting pressure by the National Commission on Libraries and Information Science would bring the issue to the agenda of this administration. Most, if not all, problems could be resolved in a matter of months. This President must choose whether or not he wishes to continue to be the enemy of the public's right to know. Let the public decide whether the Bush administration has taken any position on any issue consistent with what an Education president should and would take.

While we administer triage and hopefully find a cure to the information ills plaguing our government, would it not be prudent to demand that the current Typhoid Marys of government information stop deliberately spreading their disease?

Should you wish me to name names, I will. Should you wish me to tell you which specific departments, agencies and offices have obstructed information policy, I will. Should you wish me to tell you in detail how these obstructions take place, I will. But we will need more time than is available in this forum.

SUGGESTIONS FOR ANTICIPATING REQUESTS UNDER FREEDOM OF INFORMATION ACT

The Freedom of Information Act (FOIA) (5 U.S.C. Section 552) requires that copies of all documents maintained in the course of conducting Government business must be provided to requesters unless the documents fall within certain narrow exceptions. As a result, the safest and most practical course of action is to prepare all documents in a manner that assures that they will ultimately be publicly disclosed. Some general suggestions:

At the conclusion of meetings or at the end of the day review your notes and consider whether you really need to retain them. If you do, take time to rewrite them in such a way as to minimize any adverse impact should they be publicly disclosed. Then destroy your old notes.

Avoid retaining drafts of documents. Each draft constitutes a separate document potentially subject to disclosure.

Use yellow stick-ones or other similar attachable tabs to annotate personal copies of documents you wish to retain. Annotations on a document make the annotated copy a separate document potentially subject to disclosure. If retained, yellow stick-ons would also be subject to FOIA disclosure. However since there is no obligation under FOIA to provide documents in any particular order or relationship to each other, furnishing out of context copies of stick-ons can render any information released significantly less meaningful. In this regard, printing rather than writing in script also generally makes it harder to assign authorship (and context) to a particular note or document.

Wherever possible try to record only factual information and avoid prematurely documenting your opinions. If you must document your opinions take care to at least reference in the document (i.e. on the same page) all appropriate qualifications. This can help make out of context quotation at least a little more difficult.

from the NATIONAL SECURITY ARCHIVE, 1755 Massachusetts Ave., NW, Washington, DC 20036

Attempt to make each document (i.e. page) stand alone. Avoid cross references to other documents that can lend context to a document and thereby enhance its informational value should it ultimately be disclosed.

There are basically only three exemptions to FOIA that will have any real applicability to Government entities engaged in conducting scientific research: the national security exemption, the deliberative process exemption and the confidential business information exemption. FOIA exempts from disclosure documents properly classified pursuant to an executive order. This exemption is intended to protect information that must be kept secret in the interest of national defense or foreign policy. FOIA also exempts from disclosure inter-agency and intra-agency memoranda and correspondence that are pre-decisional and deliberative in nature. This exemption is intended to protect full and frank discussion within the Government in order to assure proper Government action by exempting recommendations, opinions and advice from mandatory disclosure. Finally, FOIA exempts from disclosure documents containing commercial information provided to the Government on a confidential basis. This exemption is intended to preserve the Government's ability to obtain necessary financial and otherwise commercially sensitive information from those business entities with which it deals. Some suggestions for enhancing the utility of these exemptions:

Make sure that any documents to be protected as classified have in fact been processed and handled in accordance with all procedural requirements of the participating department or agency with the strongest connection to the national defense.

Clearly identify and draft documents as recommendations rather than decisions.

If you must document a decision, make sure that it is consistent with the decision that you ultimately intend to make public. Do not cross reference any pre-decisional documents or prior recommendations in a decisional document unless you intend to specifically adopt them as part of your decision.

At the first indication of any potential controversy with outside parties involve your legal counsel. Not only can he or she provide specific advice on FOIA, but counsel's participation in

from the NATIONAL SECURITY ARCHIVE, 1755 Massachusetts Ave., NW, Washington, DC 20036

the preparation of particular documents may serve as an additional basis for asserting that they are exempt from FOIA based on a claim of attorney work product privilege.

Require commercial entities with which you deal to clearly mark appropriate documents as containing confidential information.

Retyped for legibility

from the NATIONAL SECURITY ARCHIVE, 1755 Massachusetts Ave., NW, Washington, DC 20036

Peter Young, Executive Director
U.S. National Commission on Libraries and Information Science
1111 18th Street NW,
Suite 310
Washington, DC 20036

March 11, 1992

Dear Mr. Young,

Enclosed is a draft of Idaho's statewide library development plan, a by-product of the WHCLIS activities this year. Please accept this for inclusion into the WHCLIS hearing record. Our statewide plan is the embodiment of many of the priorities established by the White House Conference and demonstrates the groundswell of support for the priority issues that came forth from the conference.

The Idaho delegates to WHCLIS were active participants in the creation and refinement of this document and are pleased to present it to you. We have high hopes that implementing this plan will move Idaho's libraries closer to the national ideals as represented in Information 2000.

We would encourage planners for the next White House Conference on Libraries and Information Services to address the obvious failures of this past experience: better technology for voting and recording the sessions, more time allotted for the balloting and establishing of priorities, and more attention to the alternates in attendance. We are confident that the planners for the next WHCLIS will keep these thoughts in mind as they work towards keeping the nation's attention focussed on the needs of America's libraries.

Thank you for enabling us to participate in this memorable conference. Our resolve to improve Idaho's libraries can only assist the nation in reaching its goals.

Sincerely,

Lynn Baird

Lynn Baird
Chair, Idaho delegation

DRAFT

Statewide Library Development Plan

Vision Statement

Libraries exist for the public good. They promote reading and literacy, contribute to higher societal and individual productivity, and are a basic element of a democratic society.

In our vision of the future, a library is a dynamic entity with the mission of connecting people with the information they want or need. Local, state, and federal governments share the responsibility for funding library services, thereby contributing to a more responsible citizenry and a better quality of life for the individual. Because of broad-based government support, library resources are readily shared so jurisdictional boundaries, geographic barriers, and bureaucratic procedures do not impede access by the user. Libraries are gateways to sources of information beyond their walls; as a result, library services are no longer confined to buildings.

The ideal library is based on a high degree of local responsibility, support, and self sufficiency. Each library defines its own roles based on dynamic community and clientele needs within an increasingly complex and diverse society. The librarian and governing body have the ethical and legal responsibility to provide educated staff who promote and facilitate the search for information and to ensure that the user has optimal access to diverse ideas, viewpoints, and expressions.

Because information is provided accurately, expeditiously, and confidentially, all Idaho citizens enjoy using libraries to easily obtain information for education, work, entertainment, and functioning in today's society.

STRATEGIES AND ACTIVITIES

1. MAKE LIBRARY SERVICES AVAILABLE LOCALLY TO ALL CITIZENS.

*A. Create library districts with adequate tax support to serve the entire population of Idaho. Expanding the State Library consulting staff will provide expertise to assist citizens in their efforts to organize a library district. IdAcc 2.2, Weatherby 10

*B. To equalize access for people unable to use traditional library services, the State Library shall administer state and federal monies to educate and assist Idaho's librarians in:
   1. identifying the needs of special populations,
   2. promoting the use of alternative media, and
   3. exploring methods to eliminate barriers to full library service.

IdAcc 2.1, WHCAcc 2-3

C. The State Library shall work with state institutions to set goals, develop standards, and secure funding for general library services to residents of state institutions.
IdAcc 2.1, WHCSer 3-1, SLDPC

D. The State Library shall provide funds for demonstration library districts.
SLDPC

2. DEFINE LEVELS OF LIBRARY SERVICES AND THE RESOURCES NEEDED TO ACHIEVE EACH LEVEL.

A. Collection Development

1. Libraries establish collection development policies and criteria which provide for universal access to all forms of information and materials which meet the diverse needs of users. WHCAcc 1-5
2. Lobby Congress to fund and strengthen collection resources of all libraries. WHCAcc 1-1
3. Lobby Congress to repeal the inventory tax on books. WHCGov 2-1

B. Children's Services and Schools

•1. Lobby Congress to pass legislation to authorize and fund an omnibus children and youth literacy through libraries act, including titles for school library services, public library children and young adult services, and partnerships between public and school libraries for youth. WHCSer 2-1
2. Improve school libraries by:
   a. Beginning a long-range planning process,
   b. Strengthening state accreditation standards to require an NCATE-certified school librarian or media generalist in every school library, and
   c. Developing a cooperative partnership with public libraries.

   IdAcc 2.7, IdChild 5.1, 5.2, SLDPC
3. Improve public library services to children and young adults by:
   a. Offering library literacy programs for children and parents,
   b. Marketing services to children and parents,
   c. Adhering to the concepts of intellectual freedom and ALA's Library Bill of Rights,
   d. Providing children with access to, and teaching them the use of, current library technology,
   e. Promoting the critical role of libraries in home school,
   f. Providing staff trained in children's services,
   g. Providing sufficient library materials and programs, and
   h. Developing a cooperative partnership with school libraries.

   IdChild 5.4, SLDPC

C. Literacy

1. Lobby Congress to establish a National Coalition for Information Literacy to develop a strategic plan for the general development for information literacy skills. IdLit 4.1, WHCSer 5-1
2. Lobby Congress to amend the National Literacy Act of 1991 to include:
   a. Appropriations for libraries to provide basic literacy and literacy enhancement programs and general information services in prisons,
   b. Development of national training models for aiding libraries in implementing and supporting literacy programs,
   c. Support to develop, produce, and disseminate quality literacy materials,
   d. Development and provision of new technologies and equipment to libraries to support literacy services, and
   e. Access to literacy training at all levels for people with disabilities.

   WHCSer 3-1, WHCNip 4-1

*3. Develop a statewide literacy plan and coalition by strengthening the role of the State Library in:
   a. Providing adult literacy resources and training to local libraries,
   b. Assisting local libraries in developing adult literacy services,
   c. Helping coordinate statewide adult literacy efforts,
   d. Promoting adult literacy services and programs, and
   e. Providing library literacy programs for children. IdLit 4.2

4. Local libraries should act as clearinghouses and referral services for adult literacy information and services within their areas, and as resources allow, provide space for literacy programs, training for tutors, materials for new readers, and assistance to community groups in identifying needs and coordinating literacy services. IdLit 4.3

5. Join the partnership toward public school reform and identify activities with which all types of libraries can assist, i.e., early childhood education, technological development, literacy. SLDPC

D. Training and Education

1. Expand continuing education programs for library staff and their governing boards. IdAcc 2.7, Weatherby 14

2. Every public library should have staff with formal library education. IdAcc 2.7

3. Lobby Congress to authorize and fund:
   a. Alternative delivery systems for graduate programs in library and information science,
   b. A National Library Corps,
   c. The Higher Education Act, Title II-B, and
   d. A program to support library continuing education, staff development, and training through scholarships, grants, loans, and demonstration projects. WHCPer 1-2, 2-1

E. Planning and development

*1. The local, state, and federal shares for providing local library services should be identified and funded, and the ability of the State Library to fulfill its role of supporting statewide development of library services should be strengthened. Weatherby 13, SLDPC

2. Develop a model for research and evaluation to be used by state and local libraries to assess service needs and evaluate their impact upon their service community. WHCSer 1-3, WHCMar 1-3

3. Lobby Congress to give priority to and fund libraries as primary information sources for the nation's under-served and extend library services through outreach. WHCSer 8-1

4. Promote long range planning in all types of libraries. SLDPC

5. Develop legislation to strengthen and improve public library services, facilities, and management. SLDPC

6. Provide developmental services to public school library personnel and assign responsibilities for implementation and funding. SLDPC

F. Public library services and standards

1. Identify differing levels of public library services and establish minimum standards for each. IdAcc 2.1

3. DEVELOP A HIGH PROFILE FOR LIBRARIES IN THE STATE AND IN INDIVIDUAL COMMUNITIES.

*A. Develop and implement a long-range statewide library marketing plan through the State Library, including the establishment of a department of marketing in the State Library. IdPR 1.1, 1.2, 1.3

B. Lobby Congress to authorize and fund the creation and implementation of model programs to market libraries. WHCMar 1-1

*C. Establish a statewide plan to create and to maintain Friends of the Library groups for all types of libraries on both state and local levels. WHCNet 4-1

D. Meet appropriate community needs, including those of special user groups. Weatherby 11

E. All libraries should provide training to potential and traditional users, including
   1. The value of and how to use the resources of libraries and information centers,
   2. The library's role in life-long learning, and
   3. The use of library technology. WHCTra 1-1, 3-2

4. ENSURE INTELLECTUAL FREEDOM.

*A. Develop a series of workshops, training sessions, and/or displays for statewide distribution to increase the public awareness of intellectual freedom and its place in creating a democratic society. IdAcc 2.3

B. Lobby Congress to:

1. Adopt laws to guarantee the rights of library patrons to privacy and to confidentiality in the use of library materials, and urge compliance with existing confidentiality and privacy statutes. WHCAcc 3-1
2. Amend the Freedom of Information Act to ensure access to all non-exempt information which is either received by the federal government or created at public expense. WHCAcc 4-1
3. Create an advisory committee to work with federal agencies to keep them advised of the public's needs. WHCAcc 4-1
4. Increase funding and administrative support for the federal depository library program, including access to information in electronic form. WHCAcc 4-2, WHCNip 8-3
5. Provide comprehensive indexing and abstracting for all public documents. WHCAcc 4-2
6. Adopt national information policies which include:
   a. Declaring libraries to be educational agencies essential to free democratic societies, and
   b. Assurance of the freedom to read by affirming libraries' obligations to provide access to materials with the widest diversity of viewpoint and expression. WHCNip 7-1
7. Mandate appropriate federal agencies, in partnership with public and private organizations, to develop uniform guidelines, policies, and standards for universal access to, management of, and preservation of, government information in all formats. WHCTec 2-1

*C. Lobby the State of Idaho to:

1. Adopt laws to guarantee the rights of library patrons to privacy and to confidentiality in the use of library materials, and ensure compliance with existing confidentiality and privacy statutes.
2. Increase funding and administrative support for the state depository library program, including access to information in electronic form.
3. Provide comprehensive indexing and abstracting for all public documents.
4. Ensure access to all non-exempt information which is either received by the state government or created at public expense.
5. Mandate appropriate state agencies, in partnership with public and private organizations, to develop uniform guidelines, policies, and standards for universal access to, management of, and preservation of government information in all formats. SLDPC

5. STRENGTHEN COOPERATION AND RESOURCE SHARING BETWEEN LIBRARIES.

*A. The Idaho State Library will enable the establishment of a statewide multi-type resource sharing plan that will address such issues as bibliographic and physical access (e.g. statewide library card), cooperative collection development, sharing of expertise, services, and delivery systems. IdAcc 2.5, SLDPC

*B. Encourage local, state, and federal government agencies and bodies to provide funding and minimize political and/or legal barriers in order that cooperation between public and private libraries and services to Idaho residents will be enhanced. WHCNet 11-2, SLDPC

6. EXPLOIT AVAILABLE AND DEVELOPING TECHNOLOGICAL ASSETS IN A COORDINATED, COLLABORATIVE FASHION.

*A. Foster implementation of NREN and extend its capacity to all school, public, academic, and special libraries. IdAcc 2.6, WHCNet 12-1, WHCTec 6-1

*B. Each school shall create or expand its library media center as its information technology hub and shall participate in local, regional, state, and national networks. IdChild 5.3, WHCNet 13-1

*C. Develop a distributed state-wide network for all types of libraries which links existing automated library systems, permits access from remote or occasional users, is compatible with other networks, and allows for growth. SLDPC, Ford

D. Lobby Congress to review and amend copyright legislation in recognition of new technologies. WHCNip 2-1

E. Lobby Congress to legislate federally funded network communications architecture which complies with NISO and OSI standards. WHCNet 14

7. ADVOCATE APPROPRIATE FEDERAL, STATE, AND LOCAL FISCAL POLICIES THAT SUPPORT LIBRARY SERVICES, INCLUDING:

A. Comprehensive federal and state policies to eliminate adult illiteracy, with appropriate funding, development, and production of quality literacy materials. IdLit 4.1, 4.2

B. Public funding to provide a basic level of services and facilities for all types of libraries. IdFund 6.1, 6.2, WHCGov 5-3, WHCNet 5-1

C. Statewide funding to provide access to public library services for all people in Idaho. IdFund 6.2

*D. Alternative forms of government funding for libraries, including but not limited to:
   1. Local option taxes,
   2. Direct state funding, and
   3. Extension of the impact formula from the Department of Defense budget to support public library services in areas serving military and other federal defense installations. IdFund 6.2, WHCGov 2-4, Weatherby 1

E. A coordinated program for private sector support of library and information services providers. IdFund 6.3

*F. Increased appropriations for all types of library and information services under authorized federal law. WHCAcc 1-2

*G. Access to basic information services in publicly-funded libraries on a non-fee basis. WHCAcc 5-1

H. Forward-funding of LSCA. WHCGov 2-3, 5-6

I. Increased amount and share of federal funding for libraries with retention of state and local "maintenance of effort" provisions. WHCGov 2-3

J. Re-establishment of categorical funding for school library media programs and resources. WHCGov 5-5

K. Redirection and allocation of USDEd funding resources and administrative responsibilities for LSCA Titles VI (library literacy programs) and VIII (family learning centers) to state library agencies. WHCGov 5-7

L. Amendment of Chapter II of the Education Consolidation and Improvement Act to allocate funds for networking school libraries. WHCNet 5-1

M. Reduction of current postal rates and increase of appropriations for revenues forgone as to all library related mailings. WHCNip 1-1

N. Library use of telecommunications services at reduced cost and with no surcharges. WHCNip 1-1

O. Use of emerging alternative methods of delivery and appropriations to subsidize delivery of library materials in geographically isolated areas. WHCNip 1-1

P. Legislation to authorize and fund a federal Library and Information Services Act to carry forward the recommendations of the 1991 White House Conference. WHCNip 10-2

Q. Amendment of Idaho law to require a simple majority, rather than 66.6%, approval in any levy election. Weatherby 2

R. Retention of the state "truth in taxation" legislation. Weatherby 3

S. State assistance for start-up and ongoing maintenance of a statewide reciprocal borrowing program. Weatherby 7

T. A one-time state expenditure for the technologies and resources necessary to extend library services to the unserved. Weatherby 9

U. Greater levels of state funding for the State Library to pursue an expanded role in improving library services. Weatherby 13

8. EXPAND AND STRENGTHEN PUBLIC/PRIVATE PARTNERSHIPS.

*A. Support community economic development locally and statewide with assistance from the Department of Commerce, and seek federal, state, local, and private funding for libraries in order to:

1. Acquire adequate community development and business information materials,
2. Train staff in the use of the materials,
3. Maintain appropriate technology to access business and community economic development databases,
4. Provide community economic development information in an accessible, easy-to-use manner,
5. Form partnership programs with local businesses to promote community economic development, and
6. Help fund the development of business, science, and technology information centers. IdEcon 3.1, 3.2, WHCNet 5-1

B. Develop public/private partnerships to:

*1. Increase private, community, and business support of public libraries. SLDPC

2. Help fund the initial investment in library automation networking. WHCNet 10-1

3. Assist in the development of business, science, and technology information centers, and WHCNip 14-1

4. Provide information on community planning, development, and services. WHCNet 2-1

C. Emphasize the link between economic development and the state's information infrastructure, of which libraries are a major component. Weatherby 4

9. PRESERVE THE DIVERSE AND MULTI-CULTURAL SOCIETY'S CULTURAL HERITAGE BY COLLECTING, ORGANIZING, AND MAINTAINING MATERIALS RELATED TO THE COMMUNITY.

A. Establish a study commission to recommend policies and programs intended to improve access to library services for Black Americans, Hispanic Americans, and native Americans including American Indians, Alaska Natives, Native Hawaiians, and other under-served US populations. WHCAcc 5-3

*B. Lobby Congress to adequately fund and strengthen the national materials preservation program and to provide the states with the resources necessary to preserve historical and cultural information held in their libraries, archives, and historical organizations. WHCPre 1-1, 2-1

C. Lobby Congress to authorize and fund a comprehensive program to collect, preserve, and make available documents relating to the history of Native American peoples. WHCNip 8-4

*D. Lobby Congress to:

1. Provide financial and technical assistance for library services for multi-cultural and multi-lingual populations.
2. Retain and expand the LSCA to include support of cultural awareness and sensitivity.
3. Re-authorize and expand the Higher Education Act to support the recruitment, training, and re-training of people to serve multi-cultural, multi-lingual populations.
4. Support research and demonstration projects on model library programs of services to multi-cultural, multi-lingual populations.
5. Enact legislation which provides categorical aid for school library media multi-cultural and multi-lingual services and resources.
6. Authorize and fund the development of a national bibliographic database of multi-cultural, multi-lingual resources and materials.
7. Recognize the importance of library programs in providing literacy services to multi-lingual, multi-cultural populations. WHCAcc 7-1, WHCNip 11-1, WHCPet 8

*	Denotes a high priority activity
IdXxx #.#	Denotes an Idaho recommendation to the WHC, based on the Libraries 2000 meetings
WHCXxx #-#	Denotes a WHC recommendation
Weatherby #	Denotes a recommendation from the report "Improving and Extending Rural Library Services in Idaho
Ford	Denotes a recommendation from the report "Methods for Improving Statewide Access to Library Materials"

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REMARKS TO THE NATIONAL COMMISSION ON LIBRARIES
AND INFORMATION SCIENCE
ON RECOMMENDATIONS FROM THE WHITE HOUSE CONFERENCE
ON LIBRARY AND INFORMATION SERVICE

The National PTA is pleased to have this opportunity to present our comments to the U.S. National Commission on Libraries on the recommendations from the July 1991 White House Conference on Library and Information Services (WHCLIS).

Although the National PTA has not taken any specific positions on the recommendations that emerged from the WHCLIS, many of the goals are synonomous with PTA goals. In addition, the PTA has a long history of supporting both public and school libraries and working with the American Library Association.

The recommendations that address family literacy, the Literacy Initiative to Aid the Disadvantaged, meeting the needs of our diverse population, the emphasis on multicultural/multilingual programs and the vitally important focus on children and youth through support of the Omnibus Children and Youth Initiative are areas that the National PTA supports by virtue of our priorities and initiatives.

Children and families are at the top of the PTA's agenda. Our current theme is "Children First" and our priority, if we are to reach our objective, is parent/family involvement in education. We have called upon President Bush to make parent/family involvement the seventh National Education Goal. The libraries in our Nation can play a major role in helping us reach this goal as well as many of the other National Education Goals and the PTA National Education Goals.

Libraries certainly can and should be instrumental in helping to achieve the first National Education Goal: By the year 2000 all children will start school ready to learn; and the fifth Goal which focuses on adult literacy.

America's libraries, like our public school system, are one of the most valuable resources we provide for our people. The role of the library as a partner in "lifelong learning" is critical. Libraries often touch the lives of our young children long before they enter school. The PTA believes that along with parent involvement, the first National Education Goal is most important. If our children

are to succeed in school and beyond and develop lifelong learning skills they must start school "ready to learn." As Dr. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, states in the report "Ready to Learn: A Mandate for the Nation," "museums, zoos and libraries are...at the very heart of a school readiness program" (p.115). Libraries, Dr. Boyer asserts, should be "Ready-to-Learn Centers." The National PTA would concur and expand this to our adult population as well. Libraries have and should continue to take a leading role in fostering adult literacy. It is also the libraries, as Linda Schamber points out in the ERIC paper, "The Role of the Libraries in Literacy Education," that must address the learning needs of our diverse population. The National PTA would add to that, particularly the needs of those with limited English speaking skills.

Many libraries have been attempting to address these issues already. The recommendations from the WHCLIS, however, help to underscore the necessity of enhancing and expanding various programs in order to provide the services needed to all members of our community. In so doing, the public libraries must work to assure that the needs of all people are met on an equitable basis.

The National PTA realizes that the libraries cannot reach the goals outlined in the report without support from the American public nor can such goals be reached without forming cooperative relationships with other institutions and organizations. Funding is also a critical component to the implementation of these recommendations from the WHCLIS. Unfortunately as you begin to articulate the role of the library as an educational institution, funding for libraries is seriously threatened. Ironically when we need them most to help achieve our National Education Goals and support our families, library budgets are being cut, library hours reduced and sadly, many libraries are being closed.

Libraries, however, are not the only institutions and agencies being affected by budgetary constraints. Yet this should not be an excuse to forfeit these recommendations. Rather this is the challenge for all of us to work together to achieve common goals for children, youth and families.

The National PTA suggests that in order to implement the recommendations of the WHCLIS that we have addressed in this paper, libraries must do the following:

-develop partnerships and collaborative agreements with schools and other agencies with similar goals in order to effectively meet the needs of the community. "Turf" issues must be addressed and resources shared.

-assess the needs of the community to determine how the libary may best service its members. Statistics on circulation do not tell the full story of whether or not the library is truly part of the community and accessible to all people.

-reach out beyond the libary buildings. To effectively meet the needs of young children in today's society, library services must be offered in child care centers and preschools.

-make the libraries more "user" friendly in order to provide services to the disadvantaged as well as to our diverse population. Staff training to work cooperatively and effectively with all people is critical.

-expand the use of technology in offering library services. Networks will open up many windows to areas in the Country that have been traditionally underserved. Again, the importance of forming partnerships with schools to adequately serve rural communities and pool resources is necessary.

-continue to take the lead in providing literacy programs. While many libraries serve as centers for such program, more work needs to be done in order to increase the number of literacy programs available for our adult population.

Libraries also need to take a more assertive role in developing community support. Libraries, like the PTA, often suffer from an "image" problem. Many people see the local PTAs as adjuncts of the school to fund raise and hold open houses! Similarly, libraries are often seen as something "extra." Many are unaware of the valuable role libraries have in the community. Why else are libraries always one of the main targets for budget cuts?

Lastly, while the report recommends that libraries be involved in America 2000 initiatives there is little evidence that this is happening. The New American Schools Development Corporation, a part of the America 2000 proposal, has received hundreds of proposals from groups seeking funding for "break the mold" schools. Many educational groups, businesses and school systems have signed on to these proposals. Hopefully, libraries will have a role on some of these design teams. I suspect, however, that like parents, libraries are often the "missing link."

The delegation to the WHCLIS should be commended for their vision and desire to identify libraries as educational agencies. The report of the Special Study Panel on Eduction Indicators, "Education Counts," supports this view.

"Intentional education takes place not just inside of the schools and colleges, but within all of the institutions and situations where people live their lives--family and peer groups, churches, youth organizations, libraries and museums..." (p.34)

The National PTA urges you to move forward to implement the priority recommendations particularly those addressing the needs of children and their families. We look hopefully for the development of partnerships to achieve these goals.

Thank you.

Submitted by:

Catherine A.Belter, Chair
Education Commission
March 10, 1991

INFORMATION
National Forum on Information Literacy

February 26, 1992

Mr. Peter R. Young
National Commission
on Libraries and
Information Science
1111 18th Street, NW
Suite 310
Washington, DC 20036

Dear Peter,

I am sorry that the National Forum on Information Literacy could not have someone at the open forum on the White House Conference on Library and Information Service recommendations.

Forum membership has, however, studied the recommendations, and the enclosed represents our collective response to them.

Sincerely,

Patricia

Patricia Senn Breivik
Chair
National Forum on
Information Literacy

PSB:rew

enc

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NATIONAL FORUM ON INFORMATION LITERACY
ENDORSEMENT OF SELECTED RECOMMENDATIONS

from

The White House Conference
on
Library and Information Services
1991

INTRODUCTION:

The National Forum on Information Literacy, an umbrella group of national organizations, is committed to the concept that in an information society all people should have the right to information which can enhance their lives. Its membership includes a wide range of non-profit organizations with strong representation from the areas of education, government, information industries, and librarianship. The Forum in its makeup and functioning is an existing response to the need expressed in the (CRC SER05-1) recommendation of the White House Conference on Library and Information Services for the President and Congress "to establish a National Coalition for Information Literacy to develop a strategic plan for the general development of information literacy skills."

Forum members believe that to promote economic independence and quality existence, there is a lifelong need for being informed and up-to-date; and, to reap such benefits, people—as individuals and as a nation—must be information-literate. Producing such a citizenry will require that schools and colleges appreciate and integrate the concept of information literacy into their learning programs, and that they play a leadership role in equipping individuals and institutions to take advantage of the opportunities inherent in the information society.

In keeping with these beliefs, the National Forum on Information Literacy endorses the attached resolutions, which were adopted at the July 1991 White House Conference on Library and Information Services. In keeping with its particular concern for equity, however, the Forum would place the following resolution as the most important.

> Federal priority and economic support shall be given to establishing libraries as primary information sources for the nations' underserved. Congress shall adopt a national policy to extend library services through outreach; to pass the boundaries of traditional library services and reach out to people who either cannot avail themselves of library services or who do not know what services are available. Libraries shall actively seek to establish strong coalitions and to cooperate in partnerships with government, health care systems, business, education and non-profit organizations to improve information access, increase public awareness and support library services for all populations. Expanded library outreach services shall not be at the expense of other library or human service programs within the federal budget nor shall they be funded by user fees.

Moreover, given the current economic constraints in our country, action on this recommendation should not await new funding. Rather, the Forum urges the National Commission on Libraries and Information Science, the American Library Association, educational associations and agencies, and other organizations concerned with issues of individual citizen empowerment to seek in all appropriate ways the implementation of this resolution.

* * * * *

PRIORITY ENDORSEMENT:

RECOMMENDATION NO: CRC
SER08-1
TITLE: OUTREACH
RECOMMENDATION(S):

1. Federal priority and economic support shall be given to establishing libraries as primary information sources for the nations' underserved. Congress shall adopt a national policy to extend library services through outreach; to pass the boundaries of traditional library services and reach out to people who either cannot avail themselves of library services or who do not know what services are available. Libraries shall actively seek to establish strong coalitions and to cooperate in partnerships with government, health care systems, business, education and non-profit organizations to improve information access, increase public awareness and support library services for all populations. Expanded library outreach services shall not be at the expense of other library or human service programs within the federal budget nor shall they be funded by user fees.

* * * * *

OTHER ENDORSEMENTS:

RECOMMENDATION NO: CRC
SER02
TITLE: OMNIBUS CHILDREN AND YOUTH LITERACY THROUGH LIBRARIES ACT
RECOMMENDATION(S):

1. SCHOOL LIBRARY SERVICES TITLE:
That would establish an office within the U.S. Department of Education responsible for providing leadership to school library media programs across the nation. Create federal legislation to provide demonstration grants to schools for teachers and library media specialists to design resource-based instructional activities that provide opportunities for students to explore diverse ideas and multiple sources of information. Establish grants to provide information technology to school media centers. Require categorical aid for school library media services and resources in any federal legislation which provides funds for educational purposes. Establish a federal incentive program for states to ensure adequate professional staffing in school library media centers as a first step towards a goal for all schools to be fully staffed by professional school library media specialists and support personnel in order to provide and facilitate an integrated instructional program to impact student learning.

2. A PUBLIC LIBRARY CHILDREN'S SERVICES TITLE:
That would provide demonstration grants for services to children. Funds for parent/family education projects for early children services, involving early childhood agencies. Funds to work in partnership with daycare centers and other early childhood providers to offer deposit collections and training in the use of library resources. Funding for programs such as Head Start should be increased for early childhood education.

3. A PUBLIC LIBRARY YOUNG ADULT SERVICES TITLE:
That would provide demonstration grants for services to young adults. Funds for youth at risk demonstration grants, to provide outreach services for young adults on the verge of risk behavior as well as those already in crisis, working in partnership with community youth-serving agencies. Funds for a national library-based "Kids Corps" program for young adults to offer significant, salaried youth participation projects to build self-esteem, develop skills, and expand the responsiveness and level of library services to teenagers.

4. A PARTNERSHIP WITH LIBRARIES FOR YOUTH TITLE:
That would fund the development of partnership programs between school and public libraries to provide comprehensive library services to children and young adults. Establish and fund a research agenda to document and evaluate how children and young adults develop abilities that make them information literate. Establish a nation-wide resource-sharing network that includes school library media programs as equal partners to ensure that all youth have access equal to that of other citizens, to the nations library resources. Fund school and publicly-funded library demonstration inter-generational programs that provide meaningful services (such as tutoring, leisure activities, sharing books, ideas, hobbies) for latchkey children and young adolescents in collaboration with networks and such private associations as AARP, which address the interests and needs of senior citizens. Fund family demonstration literacy programs that involve school and public libraries and other family-serving agencies. Fund discretionary grants to library schools and schools of education for the collaborative development of graduate programs to educate librarians to serve children and young adults. Fund opportunities for potential authors reflecting our cultural diversity to develop abilities to write stories and create other materials about diverse cultures for youth. Ensure that all legislation authorizing child care programs, drug prevention programs and other youth at risk programs include funds for books and library materials, to be selected in consultation with professional librarians.

RECOMMENDATION NO: CRC
TRA04-1
TITLE: TRAINING LIBRARY STAFF IN USER INSTRUCTION
RECOMMENDATION(S):
1. Universities and other educational institutions of higher learning have a responsibility to train their students in how to use libraries and other information services.

RECOMMENDATION NO: CRC
TRA06-1
TITLE: MODEL PROGRAMS TO ENHANCE END-USER TRAINING RECOMMENDATION(S):
1. Provide grants for innovative model training projects, dissemination of project evaluations, and replication of validated projects. Make a directory of validated projects available to libraries, especially small and rural libraries.

RECOMMENDATION NO: CRC
TRA03-2
TITLE: LIFELONG LEARNING: ESTABLISHING A HABIT
RECOMMENDATION(S):
1. User friendly technology should be available to all citizens to enhance their lifelong learning efforts.

RECOMMENDATION NO: CRC
NIP08-1
TITLE: ACCESS
RECOMMENDATION(S):

1. Government, industry, and libraries shall work together to create a nation-wide information infrastructure and ensure that all information users have free public access to that infrastructure through libraries.

RECOMMENDATION NO; CRC
GOV05-3
TITLE: IMPLEMENTATION OF EXISTING FEDERAL FUNDING LEGISLATION
RECOMMENDATION(S):

1. The President and the Congress shall recognize formally all libraries as educational institutions for lifelong learning by specifically including libraries in all legislation, regulations and policy statements. This is in order to provide access to funding for adult learning and training, services to children, and efforts to eliminate illiteracy, and make libraries the center of the revolutionary movement called "America 2000." Congress shall fund a basic level of services and facilities for public libraries.

RECOMMENDATION NO: CRC
NET13-1
TITLE: SCHOOL LIBRARIES
RECOMMENDATION(S):

1. In order to assure all students have equal access to the nation's library and information resources, state and federal statutes shall be enacted and/or revised, as well as adequately funded, to ensure that all school libraries participate in regional, state and national networks, and in support of America 2000. Every America 2000 New American School shall be networked to share information, resources, and ideas using a technologically advanced library media center as its information technology hub.

TESTIMONY BEFORE U.S. NATIONAL COMMISSION ON LIBRARIES
AND INFORMATION SCIENCE
In support of Resolution VIII. Preservation of Information
March 20, 1992
Margaret S. Child, Consultant to
The Commission on Preservation and Access

The basic assumption underlying Resolution VIII is that information is one of this country's most important resources. Access to information is vital to our continuing technological, economic, political, cultural and intellectual development. You cannot, however, access information that no longer exists because the format in which it has been recorded is so inherently fragile that it self-destructs. This is true of paper, of most kinds of film, of magnetic tapes and of laser disks. As a result, there is something far more dangerous and more pervasive than the Michelangelo virus threatening our past, present and future information resources - the impermanence of information media themselves.

As a result, preservation is not just a research library issue but one which concerns every lawyer who searches government records in preparing a case, every doctor who accesses a medical information database, every author who expects his or her work to be read by future generations, every public librarian who tries to keep a copy of Pride and Prejudice or Winnie-the-Pooh available for circulation, every individual building a collection of videotapes or compact discs for future enjoyment - and so on and on - the list is almost infinite.

Resolution VIII contains a number of very specific recommendations for steps which can be taken to address the problem of our deteriorating information resources. It begins by calling for a national preservation policy to give direction, focus and moral support to both current and future efforts to meet preservation needs. Such a policy should also lay the foundation for a federal, state and local partnership to preserve information resources of enduring value. In addition, as the resolution states, a national preservation policy should deal with four broad areas of need:

education and training;

non-paper media;

research and development leading to new technological solutions and standards;

expansion of existing regional centers and the establishment of such centers in regions where none now exist as mechanisms to channel preservation information, services, and assistance to repositories throughout the country.

The WHCLIS recommendations are well thought out, and the suggestions for an implementation strategy are reasonable. A document providing detailed suggestions for implementation of the recommendations is appended. They need to be more widely publicized, especially since they rely heavily on existing mechanisms and agencies which need to be mobilized end encouraged to play an active role in transforming the recommendations into programs.

In order to bridge the gap between recommendation and action, a number of steps could be taken immediately:

A member of the NCLIS staff could be assigned to monitor preservation issues and to encourage a dialogue among federal agencies that provide funding for preservation projects so that information is exchanged on model projects, research initiatives, the development of standards, and so forth.

NCLIS could make use of its links with state libraries to educate state librarians about the importance of preservation.

NCLIS could work with ALA, ARL, SAA, the National Institute for Conservation, the Commission on Preservation and Access and the National Humanities Alliance to encourage passage of federal and state legislation and appropriations to address preservation needs.

NCLIS could work with the same organizations to develop a public awareness campaign about the importance of preservation of information resources.

NCLIS could cooperate with the Commission on Preservation and Access, ACLS and the various scholarly associations to continue to make scholars aware of the need to ensure that records generated by research projects and scholarly publications are produced in formats that will last. For example, efforts need to be made to extend the applicability of Public Law 101-423 on the use of alkaline paper beyond the publications and permanent records of federal agencies to all recipients of federal grants. In addition, attention should be paid to writing similar legislation to require that provisions be made for the preservation of all information of enduring value published by the federal government in non-paper formats.

There is a particular need to convince administrators at the National Science Foundation of the need to provide funds for basic research projects related to preservation and also to require NSF grantees to take active measures to preserve the records of enduring value generated by their research.

I appreciate the opportunity to present this testimony.

23 August 1991

RECOMMENDATION NO. PRE01

TITLE: Preservation Policy, Needs Assessment, and Implementation

RECOMMENDATION(S):

1. Congress shall adopt a national preservation policy to ensure the preservation of our information resources. The assessment of preservation needs should be clearly articulated with adequate funding provided for implementation of this policy. This policy must include: a) A broad-based program of preservation education and training is essential to the long-term development of a multi-institutional preservation effort; b) A comprehensive policy for preserving information on non-paper media; c) The development and dissemination of new technologies, standards, and procedures in our libraries, archives and historical organizations; d) Increased federal funding to support existing regional preservation centers and to create new centers in unserved regions of the country. Together, these resources will help to ensure that small libraries, archives, and historical organizations will have access to the information and services they need to preserve their collections.

JUSTIFICATION:

1. Information materials of all types are in danger of destruction and disintegration.

2. Only a national policy can link the efforts of governance structure in preserving materials that document our cultural heritage and making their content widely available to all citizens.

3. The preservation of these materials depends upon cooperation among institutions that differ markedly in size, mission, and degree to which they can marshall financial resources.

IMPLEMENTATION STRATEGY:

1. Encourage a Congressional resolution enjoining libraries and archives and information sectors to preserve their holdings and recognizing the federal government's role in achieving this goal.

2. Increase funding for the Division of Preservation and Access at the National Endowment for the Humanities (NEH) to support:

   (a) The creation of additional preservation courses or certification programs and preservation education programs in the country's library schools and continuation of support for existing ones.

   (b) Regional education services in areas of the country that do not have them; and expand the capacity of existing services.

   (c) An increased number of preservation workshops and conferences offered by professional organizations such as the American Library Association, the Association of Research Libraries, and the Society of American Archivists.

   (d) The creation within the preservation departments of libraries of entry-level positions or internships for (1) preservation professionals who have just completed their formal training, and (2) for practicing preservation professionals who are in need of opportunities to upgrade management and technical skills.

   (e) To support preservation activities conducted with non-paper media and the use of new technology for preservation.

   (f) A greater number of preservation related research and demonstration projects.

   (g) To support the implementation of Statewide Preservation Programs.

3. Authorize new funding within the Higher Education Act (HEA) specifically for preservation activities, education and training.

4. Increase funding for Title II within the Library Services and Construction Act (LSCA) for rehousing library and archives collections in accordance with preservation standards on environmental control, fire protection, and security systems.

5. Authorize a new LSCA title to implement statewide preservation programs for libraries and archives.

6. Increase federal funding for the Records Program at the National Historical Publications and Records Commission (NHPRC) to preserve archives of enduring value.

7. Strengthen the preservation and preservation-related research programs at the Library of Congress (LC), the National Library of Medicine (NLM), the National Agricultural Library (NAL), the National Archives and Records Administration (NARA), and at special federal libraries, whose collections and work directly benefit all libraries and library users.

8. Preserve collections at specialized federal libraries and archives by designating and funding a federal agency for preservation funding and training; provide adequate appropriations for assessing preservation needs, and for implementing preservation measures.

9. Appropriate funds to the National Information Standards Organization (NISO) to support research and to develop environmental standards that take into account regional variation in climate.

10. Congress shall encourage public and private sectors to research and implement the preservation of non-paper media.

11. Congress shall also encourage granting organizations to consider the practical benefits of new technology as it relates to preservation.

12. Ensure adherence by federal agencies to the provisions of Public Law 101-423 regarding the use of alkaline paper.

13. Encourage the National Commission on Libraries and Information Science (NCLIS) to continue to promote efforts within the governance structures to enact legislation similar to Public Law 101-423.

14. To urge the private sector to follow the same preservation guidelines as the National Preservation Policy.

15. Appropriate funds to the National Science Foundation (NSF) to undertake preservation-related research.

RECOMMENDATION NO. PRE02

TITLE: Federal Support for Statewide Preservation Programs

RECOMMENDATION(S):

1. "States"* shall be provided with the resources necessary to preserve historical and cultural information held in their libraries, archives and historical organizations. *The term "states" includes the American and Alaskan Indian Tribes, District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Trust Territory of the Pacific Islands (the Republic of the Marshall Islands and the Federated States of Micronesia.)

JUSTIFICATION:

1. States constitute an effective geographical and political entity within which to organize a cooperative effort to preserve the nation's documentary heritage. Shared interest in a state's history and cultural achievements can be a powerful base from which to generate support for action. At present, however, only a few states have planned and implemented statewide preservation programs, and most of these programs are modest in scale. Grants for statewide preservation planning are made through the Division of Preservation and Access at the National Endowment for the Humanities (NEH), but funds to implement these statewide plans are not yet available, either through the states or through NEH.

IMPLEMENTATION STRATEGY:

1. Funds to implement these statewide plans are not yet available, either through the states or through NEH.

2. Create a new title within the Library Services and Construction Acts (LSCA) to provide matching funds for creating a materials preservation office in each state. Funds should a) help support a director and appropriate staff; b) a variety of education, training, consulting and needs assessment activities; and c) a discretionary grant program for the preservation of the state's most important library and archives collections. State preservation offices should serve institutions small and large. Core training and consulting activities might include: proper care, handling, and storage of collections; book and paper repair; environmental monitoring; preparation of materials for commercial library binding and for microfilming; and disaster preparedness.

3. Maintain an adequate level of federal funding so that the Division of Preservation and Access at NEH can continue to provide support for statewide preservation planning.

4. Increase funding for the Division of Preservation and Access at NEH so that support can be maintained for existing regional preservation centers, which have been of critical importance in assisting with statewide efforts, and so that new centers can be established in regions of the country where there are none.

5. Raising awareness of the general public regarding the preservation problem, and ensuring that legislators, private foundations, and other resource allocators understand it, is fundamental to creating truly effective mechanisms for addressing the problem.

6. Grants shall be made through the Division of Preservation and Access at the NEH to implement statewide preservation plans.

RECOMMENDATION NO: PRE03

TITLE: CONFERENCE REPORT

RECOMMENDATION(S):

1. The final report of the White House Conference on Library and Information Services shall be printed on permanent, durable paper.

WHCLIST

April 14, 1992

Chair
United States
National Commission
on Library and Information Science
1111 18th Street, N.W., Suite 310
Washington, DC 20036

Dear Sir:

The attached information on activities conducted and/or monitored by the White House Conference on Library and Information Services Taskforce is forwarded in response to your commission's call for information on actions and initiatives resulting from the Conference. WHCLIST thanks you for allowing us the needed time for what we hope is a meaningful input to the forum of 10 March 1992. We are indeed grateful for the opportunity to participate in this very important exchange of information.

If we may be of further assistance, we are happy to oblige.

Sincerely,

Offie E. Clark

Offie E. Clark
Chair, WHCLIST

amc

Attachment

INFORMATION PAPER

Subject: Summary of Major Activities of Delegates of WHC II at the State/Local/and WHCLIST Levels Since WHC II.

Source: Chair, WHCLIS Taskforce Steering Committee.

Area of Attention: That two-fold set of activities engaged in by the WHCLIST Transition Team to monitor and maintain the spirit of WHC II and the Conference generated, delegate perpetrated, grass roots acts of Library Improvements.

Recent History: Delegates of WHC I created WHCLIST as a means of fostering and monitoring active implementation of the principles and proposals voiced by that convention. The Delegates of WHC II called for the continuation of that mission.

CURRENT ACTIVITIES

- Majority of states held Post Convention Meetings.
- All Delegates reported presentations of WHC II reports to Governors and/or state/local officials.
- Many delegations reassembled for a special nationwide "WHC II Review" telecast.
- WHC II reports are being studied for local implementation as possible.
- The Transition Team conducted WHCLIST activities for nine months: totaling 14 teleconferences, representation at several regional and state conferences and the ALA Mid-Winter Conference, as well as planning and conducting the 1992 WHCLIST Annual Conference.
- WHCLIST II officers were elected and installed at the April 1992 Conference in Arlington, Virginia.

PLANNED/POSSIBLE ACTIVITIES

Reports from states call for:

- Marketing of local capabilities
- Broadening of library service concept
- Improvement in WHCLIST communications
- Increase in regional activities
- Replication of library successes at other libraries

WHCLIST Steering Committee plans to:

- Generate new marketing ideas
- Increase membership
- Evaluate video conferencing
- Improve newsletters

PROPOSALS AND RECOMMENDATIONS

(Consensus drawn in discussion groups and Committee planning sessions at 1992 Conference)

Delegates from at least these states made these and other proposals during the work session: Pennsylvania, California, Nebraska, Indiana, Virginia, Texas, Maryland, Louisiana, Oregon, New York, Connecticut, Rhode Island, Arizona, Georgia, South Carolina, North Carolina, Tennessee.

I. Special program to get funds and emphasis at state levels.
Recruit industry to help libraries serve community.
Borrow executives from industry to help with management and marketing.

II. More "talk shows"/video conferences.
Future meeting must be more specific.
More training in next year's conference.

III. WHCLIST representatives at state levels.
Strong advocates talking with businesses and legislators for library resource.
Need better/firmer legislative contact.
Librarians and advocates must talk plain to state and local officials.
Media relations must be improved.
Meet with radio and newspapers in each county, parish, and township.

PROPOSALS AND RECOMMENDATIONS *(continued)*

IV. State librarians selling libraries at local levels.
Director of Municipal League with library directors in question-answer session.
Use Madison Avenue approach to sell libraries.

V. Publicize library successes.
Train librarians in marketing.
Training for
—leaders
—librarians
—citizens
—teachers.
Use ADA demo—$'s to help librarians.
Contact parents in maternity wards to get children into libraries.

VI. America needs a National Library Center with money and clout. NCLIS should lead in this area. Get message to Congress and Department of Education.

VII. Cultural and economic minorities are suffering library deprivation. What information does NCLIS need to identify this problem.

VIII. NCLIS needs to provide grants for development and replication of successful local actions/initiatives.

IX. NCLIS grants would encourage the formation of regional combines or networks to enhance communications. Rural libraries desperately need free 700 numbers for telephone-based networking.

X. NCLIS needs to encourage WHCLIST to define and monitor the "Every Library with A Marketing Plan" concept and program.

U.S. National Commission on Libraries and Information Services
Open Forum on Recommendations of
the 1991 White House Conference on Library and Information Services
March 10, 1992

Martha C. Egas
Preschool and After School Programs Director
SED (Spanish Education Development) Center

Mr. Chairmam and other distinguish members of the NCLIS:

My name is Martha C. Egas, and I am the Preschool and After School programs director at the SED (Spanish Education Development) Center, a twenty-one years old non-profit community based organization. Our mission is to provide quality educational programs for children, predominantly ages two to five, and their families, and adults, primarily immigrants from Latin America to help them develop the skills necessary to lead productive lives in the United States.

I am here to strongly support the eighth priority recommendation: to encourage multicultural/multilingual programs/staff. The importance of this initiative is vital to the fight against illiteracy in the United States. I will address this statement specifically in terms of how this initiative might have an impact on increasing the literacy and educational level of minorities.

According to the New York Times, 13% of adults living in the United States are illiterate. However, for adults whose native language is not English, the illiteracy rate climbs to 48%.

Although definitions of literacy vary, we define it in terms of functional literacy, based on such practical criteria as the ability to read and complete a simple forms. When defined as such, studies indicate that 56% of Hispanics nationwide can be considered functionally illiterate. According to the 1989 Census Bureau figures about one in 12 Americans is Hispanic.

Tragically, the consequences of the literacy problems in the Hispanic community are most noticeable in the educational development of the children. As pointed-out in a 1989 publication by the National Council of La Raza,

> "researchers have determined that parents play a critical role in the academic success and future literacy of their children. Children develop their skills at a faster and greater level when parents support and stimulate their learning. Parents level of literacy and the amount of time that parents spend with their children reading stories, magazines and others greatly increase the level of readiness skills for young children. Illiterate Hispanic parents cannot help their children in this way. If levels of educational attainment for Hispanics are to rise, Hispanic children and youth must receive a more effective and appropriate education, and the literacy skills

of Hispanic parents and future parents must be improved." (*Education of Hispanics: Selected Statistics*, La Raza, p.5)

It is very difficult for parents who speak little English and read and write little Spanish to take an active role in the education of their children. Not only are they unable to read to their children, they are unable to read instructions that might accompany homework assignments or notes that are often sent to parents. The skills necessary to communicate with the school system are simply not within the grasp of these parents and the children become secondary victims of illiteracy, statistically likely to perpetuate the problem into the next generation.

As stated in a 1989 La Raza publication,

"Unfortunately, most existing adult education programs tend to focus on the basic educational skills needed to acquire a GED, rather than on immediate literacy needs which might apply to helping children. Moreover, those in greatest need of literacy and adult education are often the ones who are least served. Recent immigrant's lack of knowledge or fear of services offered by public institutions, and parents who have negative experiences in the system avoid involvement in educational institutional-based programs."

For all the reasons stated above, the creation of multicultural sensitive library programs becomes imperative if we really want to reach minorities and lead them away from illiteracy and failure. Library programs must be tailored according to the needs and interests of these populations if we want to make libraries accessible and meaningful to the life of these peoples. And, libraries should also consider a priority to include in their programs reading/literacy sessions for all the groups of the community.

In order to address these needs libraries should have:

1.- Bilingual staff, representing the languages of the community, to be able to communicate, provide information, and assist the members of that same community.

2.- Training for librarians in order to select appropriate multicultural/bilingual material representing the different values and heritage of the cultures represented in the community.

3.- Community involvement in the selection of reading materials, special events, procedures, etc.

4.- Contact with the different Community Based Organizations to be able to disseminate information about library events and to recruit more service users.

5.- Contact with the different Community Based Organizations to be able to coordinate efforts in providing literacy services to minorities.

6.- Ways to measure community outreach and periodically evaluate the effectiveness of their multicultural component.

7.- ways to inform the Community Based Organizations about the periodical evaluations of the libraries' multicultural components and their changes.

With the implementation of a network between a sensitive multicultural library component and a community- based organization, minority populations will be able to:

1.- become familiar with the concept of library;

2.- increase their awareness of types of services offered by libraries and to develop a relation with local librarians without a language/cultural barrier;

3.- parents will get continuous information about the periodical library events;

4.- parents will see the library as a source of educational information and will become acquainted with reading materials;

5.- parents will feel more comfortable expressing their doubts and interests by addressing a local librarian of their own culture and language; eventually parents and librarians will develop a relationship based on trust and respect;

6.- parents will be able to find materials they can read (native language), to help their children in homework or other school related activities;

7.- children will see their parents using the library and will emulate their behavior by getting interested in reading materials;

8.- children will be able to become familiar with books and stories otherwise not available to them; eventually, they will see libraries as another alternative to find entertainment.

These recommendations are based on the SED (Spanish Education Development) Center experience in the creation of an award-winning Family Storytelling Club for Hispanic parents in Adams Morgan. We started our project by involving low income LEP parents in monthly reading sessions and in the building of a multicultural/bilingual lending library. Throughout a fifteen-month period of the project we were able to see measurable changes in their attitude towards reading and in the frequency of their use of the lending library.

I really hope to see positive changes in the library system in terms of getting to the real understanding of the educational needs of our multicultural society, and more importantly, to the needs of the real future of our country: our children.

Thank you for the opportunity to be here today to express my opinion.

=My name is Jane C. Heiser and I am here to represent the ALA Literacy Assembly which is the focal point in the Association that emphasizes ALA's continuing committment to Literacy beyond divisional and unit membership committees. It is made up of representatives from all divisions, units and affiliates. While this group has the usual objectives to identify concerns, find solutions, coordinate, disseminate etc. the most recent accomplishment was to review the existing literacy policy which referred only to state library literacy responsibilities and make recommendations. After 2 and 1/2 years the following policy was adopted by Council in June 1991:

The American Library Association reaffirms and supports the principle that lifelong literacy is a basic right for all individuals in our society and is essential to the welfare of the nation. ALA advocates the achievement of national literacy through educational activities utilizing the historical and cultural experiences of libraries and librarians.

ALA confirms that libraries of all types, as appropriate to their mission, have the responsibility to make literacy a high priority in planning and budgeting for library services. As pioneers and equal partners in the national literacy movement, libraries will continue to take a strong leadership role and must join with other literacy providers to urge local, state, federal, and private agencies to promote active development of literacy on a policy level and to support funding of the literacy services in libraries.

The phrase that usually confuses people is "utilizing the historical and cultural experiences of libraries and librarians" just what does this mean? We don't have enough time today to ennumerate the areas that explain this statement -- a few examples will have to suffice -- some of them will sound familiar to many of you..

-libraries predate public education in the US

-Public libraries predate universal public secondary education

-Public libraries were created to educate those who could not continue their schooling

-library education for immigrants predates public education for immigrants

-Libraries help people learn before, during and after the schooling process

-Public libraries are the university of the people

- -literacy programs
- -adult basic education programs
- -high school equivalency programs
- -job-search and career/life planning programs
- -parent education programs
- -ESL programs
- -oral history
- -current issues forums
- -computer literacy programs

libraries serve people -- that is our tradition--

Over the years librarians have strongly promoted and defended the public access to information, intellectual freedom, lifelong learning and all the other things that we know libraries stand for. We have reacted violently when things like "A Nation at Risk" and other documents leave out libraries or recognize them as educational institutions. Ala

usually counteract with a statement put together by a task force that tells what were all about... after a lot of rhetoric the emphasis is dropped.... this same is true of the White House Conference... As the man said when he came up to bat-- it's deja vu all over again... It's time to put our money where our mouth is... its time to stop repeating the rhetoric... its time to stand up and take our place --- as an equal with the other educational instutions in this country to solve the problem of illiteracy... we need to make the achievement of literacy, the maintainence of literacy skills and the enhancement of literacy skills a priority and encompassing theme in the definition of major reccomendations.

Most librarians will wave the flag for lifelong learning, accesss, and intellectual freedom. They might even support literacy as a tool for productivity and democracy-- however this attitude often stops when you talk about basic skills, literacy at the achievement level and the disadvantaged.. ie the adult who did not follow the usual developmental continuum. Lifelong learning starts at zero-- in order to access information, use technology, learn from what has been preserved and become productive members of society a person must be literate. Literacy is a basic human right and it is up to society to find a way for that right to be exercised. On behalf of all those literacy workers and would be life long learners out there I ask you to make this right a reality by making a strong stand for libraries as educational institutions with equal access to the information, status and funding to allow libraries to carry out their role in this national efort.

American Library Association
Literacy Assembly

FACT SHEET

Purpose: The ALA Literacy Assembly was formally established in 1989 when it became evident that ALA needed to coordinate the wide range of literacy activities within the various ALA units. The Assembly is sponsored by the OLOS Advisory Committee, and is composed of representatives of ALA units and ALA affiliates.

Its charge is to establish a focal point within ALA that will emphasize the association's commitment to literacy beyond divisional and unit membership committees and across unit lines; to provide an opportunity for broad representation of the membership and affiliated groups; to exchange information and share ideas, identify concerns and omissions, and coordinate programming; and to develop and promote strategies for increased literacy activity within the association and outside of it.

Representatives: Representatives are appointed by ALA units with literacy-related concerns.

Because ALA units, such as divisions and round tables, have varying structures each unit makes the decision as to who should be the Assembly representative or representatives. Some units have more than one subunit (for example, committee or discussion group) concerned with literacy issues. If the unit desires, a representative can be named from each of the subunits. If a unit does not have a specific subunit with literacy-related responsibilities, it may still send a representative for the overall group.

The length of the term is also left to the units because some groups wish to name the chair of a literacy committee whose term may only be for one year or others may wish to make a two-year appointment to correspond with other committee or liaison assignments. The OLOS Advisory Committee requests that at the time of appointment, the unit staff liaison notify the OLOS Advisory Staff liaison of the length of the term. The Assembly year begins at the close of each Annual Conference and continues to the end of the following Annual Conference.

DEPARTMENT OF HEALTH & HUMAN SERVICES

Public Health Service

National Institutes of Health
National Library of Medicine
Bethesda MD 20894

March 23, 1992

To: U.S. National Commission on Libraries and Information Science

From: Donald A. B. Lindberg, M.D.
Director, National Library of Medicine

Subject: Recommendations of the White House Conference on Libraries and Information Science

The 95 wide-ranging recommendations resulting from the White House Conference on Libraries and Information Science are evidence of the thoughtfulness and vigor of the discussions that took place at the Conference. The National Library of Medicine appreciates the opportunity to place on the record the following comments about several of the recommendations which affect the NLM's interests.

Recommendation I.E. (Ensuring No-Fee and Improved Access)

The National Library of Medicine supports the tenor of this recommendation, that is, that the public's access to information should be provided on a non-fee basis. NLM's national bibliographic responsibilities--the collection, cataloging, indexing, on-site accessibility, and reference publication of the world's biomedical literature--are carried out with public funds. It should be noted in the record, however, that the incremental costs incurred in providing individuals and organizations with online computer access to MEDLINE and other NLM databases are properly recovered. Also, modest license fees are charged to private vendors who lease NLM computerized bibliographic information for resale online, in CD-ROM or other products. These fees allow the NLM to maintain the high quality of information that can have a direct effect on the public's health.

Recommendation III. (Information Networks Through Technology)

The National Library of Medicine endorses the several recommendations dealing with the need to create and support access to information through national networks. NLM was an early proponent of networks, and the National Network of Libraries of Medicine (created and operated by NLM under Congressional mandate) carries out in the health sciences the responsibilities outlined in Recommendation III.C., "Support End User Access Through Networks." Similarly, the NLM has been a strong and active supporter of the High Performance Computing and Communications initiative, and thus enthusiastically endorses the

recommendation concerning the National Research and Education Network (III.K. "Share Via a National Superhighway").

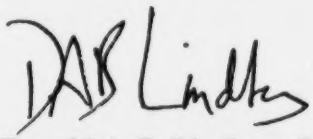
Recommendation V.F. (Extending Service Through Outreach)

The NLM strongly supports the concept of a "proactive" policy to bring the benefits of modern information services to those in underserved areas. The NLM itself, with encouragement from the Congress, has begun a vigorous outreach program to the health professions. A key element of this program is to reach out to those who do not have access to modern biomedical information resources. They range from rural physicians and nurses to those who work in poor urban neighborhoods. Access to NLM's network can bring them affordable and convenient online searching of the biomedical literature and also rapid document delivery to assist them in their practice.

Recommendation VIII.A. (National Program for Information Preservation)

NLM, which has instituted a national preservation policy for the biomedical literature, strongly endorses the call for a broader, all-encompassing national program. We would suggest that any national policy include a provision that encourages publishers to print on permanent (alkaline) paper. The NLM has had great success in its campaign to encourage medical publishers to print their works on such paper.

In sum, we applaud the White House Conference and support the recommendations that have resulted from it. We hope you will consider incorporating these comments when you publish the testimony presented at the March 10, 1992, Open Forum.



Donald A. B. Lindberg, M.D.
Director
National Library of Medicine

The National Coalition for Literacy

Sustaining Members
Adult Literacy and Technology Project
American Association for Adult and Continuing Education
American Bar Association
American Library Association
Association for Community Based Education
The Center for the Book, Library of Congress
Contact Center, Inc.
Correctional Education Association
Institute for the Study of Adult Literacy
International Reading Association
Laubach Literacy Action
Literacy Network, Inc.
Literacy Volunteers of America, Inc.
National Association of University Women
National Center for Family Literacy
National Council of State Directors of Adult Education
National Governors Association, State Literacy Exchange
Project Literacy, U.S.
United Way of America, Inc.
U.S. National Commission on Libraries and Information Science

Affiliate Members
ACTION
Business Council for Effective Literacy
Center for Adult Learning and Educational Credentials/GED Testing Service of the American Council on Education
Gannett Foundation
National Alliance of Business
U.S. Department of Education
U.S. Department of Labor

STATEMENT OF
DICK LYNCH
CHAIRMAN
THE NATIONAL COALITION FOR LITERACY

BEFORE THE
UNITED STATES NATIONAL COMMISSION
ON LIBRARIES AND INFORMATION SCIENCE

MARCH 10, 1992

Headquarters: 50 East Huron Street, Chicago, IL 60611, (312) 944-6780
Information Center, P.O. Box 81826, Lincoln, NE 68501, 1-800-228-8813

Mr. Farrell, Members of the Commission, ladies and gentlemen. My name is Dick Lynch and I am the Director of the Special Projects Office of the American Bar Association. In that capacity I serve as Director of the ABA'S Special Committee on Law and Literacy.

Today, however, I appear before you in my capacity as Chairman of The National Coalition For Literacy. My remarks today reflect the views of the National Coalition For Literacy and do not represent the views of the American Bar Association. The Coalition serves as the initiator, promoter and advocate for national literacy improvement and its purposes are to;

Serve as an authoritative commentator on emerging literacy issues;

Sustain and expand public awareness and understanding of literacy and its relation to other social issues;

Foster collaboration at national, state and local levels among public and private institutions;

Provide a communications and coordinating forum for its member organizations;

Encourage applied research and its effective dissemination;

Serve as an information and communications source for the public and for external organizations; and,

Serve as the leadership voice for the literacy movement.

The Coalition is a relative infant - barely eleven years old. Yet, even in its short lifetime, the Nation's literacy needs have changed - have become more clear. Some forty years before the Coalition was established, our Nation was - in the parlance of the times - "the Arsenal of Democracy." A mere half-century later we look upon a very different world. The British Empire is gone and now, too, the Soviet Empire. Indeed, much has changed.

Enjoying, here at home, an uneasy and wounded prosperity we are nonetheless - in current parlance - still a "Superpower." If we intend to maintain that status - and share with the international community the democratic ideals which are the exportable benefits of that status - we need to grasp the essential fact that the armaments of the information age are forged in America's libraries as well as its factories. An eminent American economist recognized this over thirty years ago when he wrote: "People are the common denominator of progress. So no improvement is possible with unimproved people, and advance is certain when people are liberated and educated. It would be wrong to dismiss the importance of roads, railroads, power plants, mills and the other familiar furniture of economic development.... But we are coming to realize ... that there is a certain sterility in economic monuments that stand alone in a sea of illiteracy. conquest of illiteracy comes first."

From my perspective as Chairman of The National Coalition For Literacy, with those words from John Kenneth Galbraith as a guide, I am led to conclude that libraries and classrooms are the real "Arsenals of Democracy" in the information age. Certainly it is within these settings that we will produce the people who will be called upon to preserve our freedoms.

The Coalition I serve, a remarkable coalition of public and private institutions, believes that literacy is the cornerstone of meaningful participation within our society. As the Coalition's Chair, and as an interested citizen, I have reviewed the remarkable Summary Report of the 1991 White House Conference on Library and Information Services.

On behalf the Coalition's sustaining members I urge the Commission to focus its primary attention on implementation of those priority recommendations dealing with:

Children and Youth Literacy Initiatives;

Literacy Initiatives to Aid the Disadvantaged; and,

The Designation (and operation) of Libraries as Lifelong Educational Agencies.

Those, it seems to me, were the most fundamental recommendations flowing from the White House Conference. That is not to say that the other priority recommendations do not deserve attention - for they do. Nevertheless, I believe that there are differences between fundamental policy recommendations and recommendations which merely form the basis for implementing policy. Thus, a recommendation urging the creation of model library marketing programs is a key means for making more effective a policy designed to foster youth literacy initiatives - but, in and of itself - it is not a policy recommendation. Again, as an outside observer, I might make the same comment about the recommendation regarding a Network "Superhighway," or the recommendation dealing with low density areas.

As one who works with lawyers, courts and bar associations interested in the advancement of literacy, I tend to think in terms of "civic literacy:" that quotient of coping skills necessary for Americans to enjoy the privileges and to fulfill the obligations of citizenship. As my colleagues on The National Coalition For Literacy have taught me over the past seven years, no problem facing this Nation is more important than illiteracy. And no group brings more resources to the literacy movement than librarians. I am more than pleased to tell you that one of the founding partners of the National Coalition For Literacy was the American Library Association - indeed, ALA has been an indispensable partner. Your report quotes Thomas Jefferson's eloquent statement: "A democratic society depends upon an informed and educated citizenry." Other distinguished Americans have echoed Mr. Jefferson's words. During the difficult days in World War II President Conant of Harvard said this about the objectives of a general education in a free society: "Our purpose is to cultivate in the largest possible number of our future citizens an appreciation of both the responsibilities and the benefits which come to them because they are Americans and are free ."

My Coalition colleagues have reinforced my own understanding that literacy brings freedom and that it is indispensable to our society. In opening your Conference, President Bush said that "Information is democracy's greatest And surest weapon and the world's greatest and surest hope."

The Coalition commends the Commission, its staff and the hundreds of participants whose combined efforts made last year's White House Conference a success. Now, as steps are taken to implement the priority recommendations produced at that Conference, we submit that those recommendations dealing with literacy deserve priority attention. Thank you.

Statement of

Marilyn Miller

President-Elect, American Library Association

for the

NCLIS Forum

on the

White House Conference on Library and Information Services

March 10, 1992

Marilyn L. Miller
American Library Association
March 10, 1992

My name is Marilyn Miller, and I am the President-Elect of the American Library Association. I am testifying today on behalf of the 54,000 members of the Association, the oldest and largest library association in the world. We are pleased to have this opportunity to report today on our plans for implementation of recommendations of the White House Conference on Library and Information Services (WHCLIS). We have long been aware of the importance of the White House Conference process. In 1957, library trustees encouraged the lobbying process for a first White House Conference on Libraries, and it quickly became evident that this process could work for us as a productive strategy for providing a way for the residents of states and localities to assess their respective library and information resources and to make recommendations to enhance them for the future needs of communities. The process, with its requirement for broad-scale representation by the general public, as well as by elected officials, librarians, trustees, and friends of the libraries, assures broad and active participation in the process from people with diverse information needs.

ALA members began actively working during National Library Week in 1985 to support legislation calling for the second White House Conference on Library & Information Services (as recommended by the participants in the first conference in 1979) when bills authorizing the conference were introduced. In April 1986, several of our members testified before a House education sub-committee and noted the importance of the White House Conference process as one that is essential to inform Congress, the Administration, and the public at large about the pressing needs of libraries if librarians are to be responsive to the growing and more sophisticated demands of users in the information age. This testimony recognized also that library and information services had grown more complex and more costly since the first White House Conference in 1979. We testified further that librarians were dealing with new technology that could improve access and the sharing of library resources, but, at the same time, was increasingly expensive. In addition, we described the increasing numbers of functionally illiterate people who were not only in need of tutoring, but who also required appropriate learning resources to practice their new reading skills.

The 1985 WHCLIS legislation did not move quickly enough to win final passage in the 99th Congress and had to be re-introduced. After that, action moved to the Senate, back to the House, and a bill was finally signed into law August 8, 1988, as Public Law 100-382. As members of the National Commission know, securing funding to carry out the conference was also a

protracted process spread out over three separate appropriation periods. At the end we were still about one-half a million dollars short of the six million authorized to help the states with their pre-conference activities and to fund the national Conference in July of 1991.

Altogether, seven years elapsed between the initial introduction of the legislation and the actual conference itself. At every stage of the planning, ALA members were involved. Many of the members of the Association's eleven divisions focused on issues within their respective areas of expertise and gathered background information to share with those planning the state governors' pre-WHCLIS conferences. School library media specialists, for instance, began monitoring the progress of the White House Conference in 1986, and eventually came to the Conference with a detailed outline of the needs for improved school and public library service to young people. The trustees division, ALTA, sponsored a program "WHCLIS II: How to Get Glitz and Guts from the Process". The Office for Library Outreach Services worked closely with the American Indian Library Association in planning a pre-conference. These are but three examples of the early efforts that members of the Association made as an investment in preparing for the White House Conference as a significant investment in the continued development of the nation's libraries.

Prior to the conference itself, ALA published informational and educational materials on libraries and librarianship for citizens attending pre-conferences across the nation. We prepared background papers on the history of federal support for academic, public and school libraries. We provided copies of a booklet, Issues and Challenges for American Libraries, to every pre-conference in the nation for redistribution to each and every pre-conference attendee. With generous support from NCLIS, we produced a video, To Read, To Think, To Grow.

In addition, a special ALA committee, co-chaired by Ann Eastman and NCLIS Vice-Chair emerita Bessie Moore, drafted a common agenda. This agenda was discussed and further developed with the help of 21 organizations affiliated with the Association. The affiliates working on this document includes organizations as diverse as ALA, the American Association of Law Libraries, the American Society of Information Science, the Association of Research Libraries, Friends of Libraries, U.S.A., REFORMA, the Chinese-American Librarians Association, the Ukrainian Library Association of the United States. After refinement, the document was submitted to the WHCLIS office for consideration as ALA recommendations for the second White House Conference on Library and Information Services. Thirteen overarching issues were set forth including a total of 75 specific recommendations. For the record, these issues are:

I. National commitments of financial resources are indispensable investments in the nation's productivity.

II. Democracy is at risk when libraries are at risk.

III. The future of our democratic society is based upon the education of our youth.

IV. Diversity of library collections, services, and staff is essential to serve people of diverse backgrounds.

V. Culturally diverse people must be recruited to the library and information profession and must be educated to provide quality library and information services.

VI. Open and equitable access to information in all formats is a linchpin of our democratic society.

VII. Public access to government information, including legal information, is vital to a just society.

VIII. An effective marketing and public relations campaign must be mounted to promote services, increase awareness, and provide feedback to shape new library and information services programs.

IX. Libraries are educational institutions that have a fundamental role in promoting literacy.

X. Materials in all types of libraries are in danger of destruction or disintegration. That must not happen. They must be preserved.

XI. International issues impact American library and information services in a variety of ways.

XII. The roles, responsibilities, and career preparation of librarians and library staff must be better articulated to persons unfamiliar with the myriad contributions both make to our society.

XIII. Implementation of White House Conference resolutions is essential to improve the nation's library and information services.

After reviewing the WHCLIS summary report "Information 2000, Library and Information Services for the Twenty-first Century", I am pleased to report that over 70 percent of the Association's seventy-five recommendations were encompassed in the WHCLIS recommendations approved by Conference delegates, 75 percent of whom were not librarians.

With this background, I would now like to bring you up to date by submitting for the record a copy of the resolution adopted January 29, 1992, by the Council of the American Library Association at our Midwinter Meeting in San Antonio. This resolution officially establishes three WHCLIS recommendations as ALA's top legislative priority issues for implementation. They are:

1. Adopt the Omnibus Children and Youth Literacy Initiative.

2. Support NREN implementation and access for all libraries.

3. Encourage sufficient funding for libraries to aid U.S. productivity.

The Association is also officially on record as resolved to seek actively opportunities for implementation of the remainder of other WHCLIS recommendations. We will maintain an AD HOC WHCLIS committee to assist in the coordination of our activities designed to implement the Conference resolutions. In reviewing the thirteen issues initially developed by ALA and its 21 affiliates, it is apparent that other WHCLIS recommendations are reflected in that statement of issues. These would be obvious leading issues for us to address as appropriate opportunities arise. Where they link with the thirteen top WHCLIS priorities, early action would appear to be most propitious. For instance, our number 8 - an effective marketing and public relations campaign must be mounted to promote services, increase awareness, and provide feedback to shape new library and information services programs---tracks well with the WHCLIS number 4 vote getter---create model library marketing programs. Another example is ALA's issue no. 10--materials in all types of libraries are in danger of destruction or disintegration. That must not happen. They must be preserved--dovetails with WHCLIS number 6--Adopt national programs for information preservation. Today we have the opportunity to move this forward. A week before the White House Conference, ALA adopted a preservation policy. We were able to get copies of that policy in the hands of delegates in preservation discussion groups. We would be quite willing to have our policy, which is attached to the written record, to form the basis of the nation's preservation policy, and I want to take this opportunity to commend it to you.

I should also note that ALA is heartened by the White House Conference recommendations encouraging the federal government to designate libraries as educational agencies, the nation's only institution charged with life-long learning.

We will be working closely with our affiliate and other information-related organizations in implementation of the White House Conference recommendations just as we did in the formation of our original recommendations for the Conference. We are

planning to meet with these organizations during National Library Week, April 5-11, 1992, to discuss our common agenda and to begin developing plans.

In closing, I would like to offer a personal invitation to every organization here to join with us in working to enact into legislation the three top priorities of the Conference delegates: the Omnibus Youth Bill, the implementation of NREN, and full funding for libraries. I would also like to express ALA's appreciation once again for this opportunity to share our thoughts, hopes, and plans. In addition, we want to congratulate the Commission for successfully carrying out the White House Conference process thus far. We have our work cut out for us at all levels, local, state, and national. Our mission is crucial, and we can not fail.

WASHINGTON OFFICE

AMERICAN LIBRARY ASSOCIATION

110 MARYLAND AVENUE, N.E. • WASHINGTON, D.C. 20002 • (202) 547-4440

RESOLUTION ON WHCLIS II RECOMMENDATIONS IMPLEMENTATION

WHEREAS, Delegates to the White House Conference on Library and Information Services voted these recommendations as top priority action items:

(1) adopt the Omnibus Children & Youth Literacy Initiative

(2) support NREN implementation and access for all libraries

(3) encourage sufficient funding for libraries to aid U.S. productivity;

and

WHEREAS, The ALA is on record with policies that support these initiatives; and

WHEREAS, All units and their constituencies of the ALA will benefit from association-wide unified action on these top initiatives that were supported by the majority of WHCLIS delegates; now, therefore, be it

RESOLVED, That the American Library Association adopt as its top legislative priority issues the following recommendations from the White House Conference on Library and Information Services:

(1) adopt the Omnibus Children & Youth Literacy Initiative

(2) support NREN implementation and access for all libraries

(3) encourage sufficient funding for libraries to aid U.S. productivity;

and, be it further

RESOLVED, That the American Library Association will actively seek opportunities for implementation of other WHCLIS recommendations.

Adopted by the Council of the
American Library Association
San Antonio, Texas
January 29, 1992
(Council Document #20)

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PRESERVATION POLICY

Adopted by the Council of the American Library Association

June 30, 1991

NATIONAL INFORMATION SERVICES AND RESPONSIBILITIES

Permanence and Durability of Information Products

The American Library Association, with its history of concern and action in the preservation of information resources, affirms that the preservation of information resources is central to libraries and librarianship. The Association believes that manufacturers, publishers, and purchasers of information media must address the usability, durability, and longevity of those products. These groups must address the preservation issues associated with information resources published and disseminated in both electronic and traditional formats. These issues include the permanence of the medium itself, its intelligibility and readability over time, the threat to information posed by technical obsolescence, the long-term retention of information resident in commercial databases, and the security of library and commercial databases.

The American Library Association and its Divisions will work closely with standards-setting organizations to identify and develop needed preservation standards and to promote compliance with those that exist. The Association further affirms that while preservation guidelines and standards emanating from the Divisions are helpful, they should be seen as a prelude to official national and international standards. An official standard developed through consensus of all parties, including commercial concerns, has a greater chance of implementation than a guideline or standard developed and promulgated solely by a professional association.

The Association's preservation concerns are not limited to the information resident in books printed on paper, but include information products such as sound recordings, photographs, videotapes, and CD-ROM, as well as the transfer of machine-readable data to either human-readable copy or an archive that will ensure continued access to the information.

1) The useful life of library materials is affected by the longevity, stability, and durability of information media such as paper, film, and optical disks. It is the Association's official position that publishers and manufacturers have an obligation and a responsibility to libraries and to the public for appropriate performance of information media for use by library patrons, in terms of their usability, durability, and longevity. To this

end, the Association will engage in active education and public relations efforts, and will establish and promote links with trade associations, publishers, and publishing associations to develop, promote, and publicize standards for the permanence and durability of information media.

Concerning the permanence of information products printed on paper, the American Library Association urges publishers to use paper meeting standards promulgated by the American National Standards Institute (ANSI) and the International Standards Organization (ISO) for all publications of enduring value and to include a statement of compliance on the verso of the title page of a book or the masthead or copyright area of a periodical, and in catalogs, advertising, and bibliographic references.

2) The standards for publication of information, whether paper-based or machine-readable, affect continued access to that information. ALA will encourage the development of appropriate standards and promote their use by the manufacturers of information media, the publishers of information products, and the library community. In addition, ALA will work with electronic publishers to develop guidelines governing the preservation of data, so that information will not be lost when publishers can no longer economically retain and disseminate it. Finally, libraries must be able to guarantee the security and integrity of their own computer systems, while ensuring legitimate access to them.

Concerning access to information by the public, ALA affirms that the preservation of library resources is essential in order to protect the public's right to the free flow of information as embodied in the First Amendment to the Constitution and the Library Bill of Rights. [1]

3) Impermanence of primary source documents threatens our ability to preserve local and family history. Libraries around the country collect materials from individuals, local governments, and private and public institutions that document cultural and social history. Typically, much of this material is intended as a record of current events rather than as permanent documentation. Although citizens may know about the impermanent nature of newsprint, they are less likely to be aware of the highly impermanent nature of media such as color photographs and videotape, even though these media ultimately constitute important primary resource documents. This is an issue of enormous public concern, and libraries have an obligation to inform their users, administrators, and local officials about the ephemeral nature of these materials and to recommend more permanent documentation techniques. The Association will help libraries stimulate public interest in this issue and will make information available regarding the various courses of action that concerned individuals, organizations, and governments may take.

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[1] *American Library Association Policy Manual*, Section 53.1 Library Bill of Rights

FEDERAL LEGISLATIVE POLICY

The federal government must provide leadership in developing a more expansive and inclusive national preservation policy in terms of both programs and funding. This policy should link the efforts of national, state, and local libraries in preserving materials that document our cultural heritage and making their content widely available to all citizens. The federal government, by example, by policy, and by the efforts of its historical, cultural, and information institutions, should affirm the responsibility of all cultural institutions, including local and state libraries, to preserve and provide access to historical documents. Incentives are also needed to encourage private institutions to participate in the national effort.

Although great progress has been made by Congress through the funding of the preservation programs of the National Endowment for the Humanities, scholarly collections in the humanities are not the only collections that are at risk. The American Library Association will work to increase funding for preservation through such sources as the Library Services and Construction Act, the National Science Foundation, and the National Historical Publications and Records Commission. Such funding is urgently needed to ensure a balance of preservation activity nationwide and future access to historic materials by a broad spectrum of people.

The American Library Association firmly supports the goal of addressing our nation's solid waste problem by using recycled paper products. The federal government should be clear in its legislation regarding the appropriate use of recycled paper. Not all recycled paper is suitable for documents that will become part of our nation's permanent documentary heritage. The choice of recycled paper for use by Congress, the Public Printer, and other federal publishers should be in compliance with the ANSI standard for permanent paper, Z39.48, in its latest version. ALA will continue to articulate the complexity of this issue.

Attention to the longevity, stability, and durability of information media is also critical for materials published by the government in microform, in electronic format, and in other emerging technologies.

SERVICES AND RESPONSIBILITIES OF LIBRARIES

Access to Library Materials through Their Preservation

To ensure the continued availability of library materials to present and future generations of library users, the American Library Association urges all libraries and library professionals to initiate and support preservation efforts at all levels. These efforts should include supporting research into the causes of deterioration; communicating the need for increased funding for the preservation of endangered materials to appropriate organizations and federal, state, and local governments; educating current and future librarians, library users, and the public about preservation issues; and promoting the use of permanent and durable media by the publishers of information products. Libraries also have a responsibility to provide for the preservation of their collections. Basic preservation activities include appropriate and non-damaging storage conditions, remedial treatment to keep materials usable for as long as they are needed, preservation of materials in their original format when appropriate, and replacement or reformatting of deteriorated materials. Preservation issues should be addressed during the planning for new buildings and additions to and renovations of existing buildings. In addition to already established activities for preserving paper and books, preservation strategies should be extended to new and emerging technologies, including the updating and reformatting of magnetic media to allow continued access and protecting against viruses, worms, and unauthorized alteration of data and information in electronic media.

REFORMA
PO BOX 832
ANAHEIM CA 92807-0832
MARCH 30, 1992

PETER YOUNG
NCLIS EXECUTIVE DIRECTOR
1111 18TH ST NW
SUITE 310
WASHINGTON DC 20036

Dear Mr. Young,

I am writing to you on behalf of REFORMA, The National Association to Promote Library Services to the Spanish-Speaking. We were unable to send a representative to the March 10 Open Forum on Recommendations for the White House Conference on Library and Information Services. However, enclosed you will find a statement expresssing REFORMA's reaction to those recommendations.

REFORMA thanks NCLIS for the opportunity of reacting to the document. Given the importance of the recommendations, we would like to request that NCLIS give serious consideration to holding a second open forum at the forthcoming Annual Conference of the American Library Association to be held in San Francisco. So many organizations were unable to send representatives to Washington DC for the March Open Forum because it was too far or too expensive. Holding a second forum would be extremely beneficial for the library community.

Sincerely,

Albert J. Milo

Albert J. Milo

(714) 738-6383 Work
(714) 447-3280 Fax
(714) 998-4347 Home

REFORMA'S RESPONSE TO THE RECOMMENDATIONS OF THE

1991 WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

General Remarks

Generally speaking, REFORMA is quite pleased with the 95 recommendations resulting from the Second White House Conference on Library and Information Services. This may be partially attributed to the fact that more Latino conference delegates were included in this White House Conference than the first one, albeit still an underrepresentation of the Latino population.

The many references to serving the needs of a "multicultural/multilingual," "underserved" and "diversed" society contained throughout the recommendations demonstrates an awareness of the changing demographics of the United States.

REFORMA identifies closely with the recommendations in support of youth services in that school enrollments presently show that a large proportion of those youth are now Latinos. In addition, REFORMA supports those recommendations dealing with adult literacy. There is a high incident of illiteracy among the Latino community due to high dropout rates and immigration patterns.

Priority Recommendations

With respect to the Priority Recommendations listed by the White House Conference, REFORMA is particularly pleased to see a recommendation to "encourage multicultural, multilingual programs/staff." That need exists now more than ever before. Contrary to President Bush's stance that all federal library programs have accomplished their goals, REFORMA feels that the purpose for the Library Services and Construction Act (LSCA) remains valid today. Increased funding appropriations for LSCA is what is needed!

REFORMA supports providing "financial and technical assistance for library and information services for multicultural, multilingual population."

As far as creating "a national database of multicultural, multilingual materials" is concerned, REFORMA favors federal subsidies or transaction-based reimbursements to libraries which contribute their Spanish language records to existing national databases, viz. RLIN and OCLC, rather than creating an entirely new and separate database. RLIN and OCLC should be encouraged to provide access by Spanish language subject headings in order to facilitate database retrieval.

Finally, REFORMA wholeheartedly supports the recent reauthorization of the Higher Education Act (HEA). More specifically the Title IIB of HEA, which has been the main source for library school institutes and fellowships in recruiting minority students to master's degree and doctoral programs. The need for Title IIB remains valid today. A 1991 study just released by the American Library Association's Office for Library Personnel Resources entitled "Academic and Public Librarians: Data by Race, Ethnicity & Sex" clearly documents that only 1.8% of all academic and public librarians are Hispanic (419 out of 23,114)! Contrary to Department of Education's stance against race-based scholarships and fellowships, this statistic alone demonstrates the vast underrepresentation of Latinos in the library profession. This at a time when the 1990 census shows a large increase in the nation's Latino population.

Other Recommendations

With respect to the other White House Conference recommendations, REFORMA applauds those addressing the problem of library access due to "language barriers" and asking that collection development policies meet the "diverse" needs of users, including, but not limited to language and cultural background differences." REFORMA strongly opposes efforts in Congress to pass an "English Language Amendment" to the U.S. Constitution!

Another recommendation calls for the President and Congress to appoint a "Study Group for Underserved Minority Groups." We believe strongly that such a study commission must include minority representation from both the profession and the general public. However, in reality NCLIS (The National Commission on Library and Information Science) is suppose to be advising Congress on these library needs but has failed to do so. While REFORMA supports the study group concept, it also realizes that it is a one-time effort. NCLIS should form an advisory group on minority concerns, or better yet, more minorities should be appointed to NCLIS itself so that the needs of the underserved are addressed on an ongoing basis!

State of New Jersey

DEPARTMENT OF EDUCATION

STATE LIBRARY
CN 520
TRENTON, N.J. 08625

March 10, 1992

TO: The United States National Commission on Libraries and Information Science

FROM: Louise Minervino, Assistant Commissioner of Education and State Librarian

RE: Information 2000 Library and Information Services for the 21st Century. Summary Report of the 1991 White House Conference on Library and Information Services.

I regret that I cannot attend your March 10 meeting. Before your meeting was scheduled, I accepted the opportunity to speak at the New Jersey Principals and Supervisors Association's Annual Meeting. I am grateful for this opportunity to provide input.

New Jersey is under judicial mandate to provide equal educational opportunities for all youngsters. Kentucky and Texas are under similar mandates; 22 other states have similar challenges wending their way through the courts. The implications of these decisions are too new to have been included for discussion in the grass roots State Conferences, and therefore were not brought up as a separate issue at the National Conference. With 22 states awaiting judicial decisions on educational opportunities, it is clear that equal education for all will be THE issue of 1990's.

I am writing in particular support of those issues designated in the Information 2000 agenda which relate to those, whom we in New Jersey, have come to call the "special needs" populations. While the court's focus is the schools in areas where local resources are insufficient to provide adequate educational opportunities, there are libraries also in these areas unable to provide sufficient information, literacy and educational opportunities. Information 2000 initiatives that relate to the court mandated needs in New Jersey are those that will serve children at risk, provide literacy initiatives to the disadvantaged, establish networking in low density areas and provide multicultural and multilingual programs.

While currently mandated in only three states, before the next WHCLIS convenes the challenge will be not only clear but compelling. As planning for implementation of the current WHCLIS recommendations begins, careful attention must be given to the issue of equal educational opportunities, and the role of all types of libraries in providing them.

LM/rmp

New Jersey Is An Equal Opportunity Employer

State of New Jersey

DEPARTMENT OF EDUCATION
STATE LIBRARY
CN 520
TRENTON, N.J. 08625

March 10, 1992

TO: The United States National Commission on Libraries and Information Science

FROM: Louise Minervino, Assistant Commissioner of Education and State Librarian

RE: Information 2000 Library and Information Services for the 21st Century. Summary Report of the 1991 White House Conference on Library and Information Services.

I am writing in support of the WHCLIS recommendation to designate libraries as Educational Agencies.

This should extend beyond the school media centers noted in the report. Designating libraries as educational agencies would make school, public, academic and special libraries both publicly and privately supported, eligible for specialized granting programs.

Such a designation would be beneficial in extension to other areas, for instance, proposed legislation in New Jersey to ban certain categories of weapons from educational agencies.

LM/rmp

New Jersey Is An Equal Opportunity Employer

In 1849 John Ruskin asked, "What do we as a nation care about books? How much do you think we spend altogether on our libraries, public or private, as compared with what we spend on our horses?" In 1988, the last year for comparable figures, American consumers spent $15,082,000,000 on horseracing, horse sales, and veterinary care, while American public and academic libraries had a total of $6,432,000,000 to spend. The overwhelming imbalance in these expenditures is one reason why the Library of Congress participated in the second White House Conference in July, and why we are here today to share our plans in support of the conference recommendations.

The recommendations of special interest to us include funding: for increased appropriations for all types of library and information services, as well as for sufficient library funding to aid U.S. productivity. The chart on display here is one we used at our appropriations hearings. It shows, state by state, the services the Library of Congress performs for the American people and graphically sets forth the justification for the Library's operating budget and the modest nine percent increase we asked for in FY 93.

The services that the Library of Congress provides to the nation contribute to national productivity by economical use of resources: in fiscal 1992, for example, with a total appropriation of $328.2 million, we

estimate that the Library of Congress will save American public and academic libraries $387.5 million dollars because these libraries can use the cataloging records created by LC rather than prepare original records. Through our foreign acquisitions program, the Library assists major American research libraries in acquiring foreign materials. Through six field offices scattered throughout the world, the Library works with local bookdealers to purchase materials at much lower prices than the research libraries could. Savings realized by the research libraries amounted to several million dollars last year. National productivity is also enhanced by our preservation activities, protecting the American historical record for current study and future use by the scholarly, business, scientific, and technical communities.

In this era of expanding information technologies, the U.S. science and technology establishment is not making efficient use of its own products. As a major national information resource, the Library of Congress must play a leadership role in facilitating the more adequate exchange of information in science and technology fields so that the full benefit of the products of the U.S. technological establishment can be realized in present scientific, engineering, and mathematics practices, in industrial developments, and in science, engineering, and mathematics education and training.

The Library requested $800,000 in the FY 93 budget to establish a National Center for Science and Technology Information Services, including an automated reference center. If funded, this center will be implemented in several parts: a national referral database, an electronic directory of federal information services, and an in-house gateway service to existing "grey literature" databases. Plans also include the installation of an automated Geographic Information System to provide easy access to geographic information in heavy demand by the business and technical communities.

Thanks in part to the recommendations of the White House Conference participants, the High-Performance Computing Act is now law. In support of the National Research and Education Network, the Library hopes to expand its use of the Internet. For example, if we can produce bit-mapped images of materials, we can offer our unique collections of foreign technical documents to the STI community via the Internet. And there may be opportunities to make other content-oriented collections available over the Internet in the future.

The Library is a member of the Coalition on Networked Information and is currently participating in its testbed project on Z39.50, the computer-to-computer information retrieval protocol for the construction of information servers.

In addition, fourteen of the state library agencies subscribing to the LC DIRECT pilot (indicated on the map) are using the Internet now, and the Library is moving towards using the Internet for cheaper telecommunications access for our shared cataloging activities (also noted on our chart).

The Library's role in the nation's information infrastructure is unique. As we look to the future, we can't predict that the country will ever close the spending gap between its love of libraries and its love of horses. But with the support of an informed Congress, mobilized by the continuing efforts of the Conference participants and their networks of supporters, the Library of Congress pledges to do all it can to promote knowledge, democratic access to that knowledge, and economic competitiveness resulting from it in the decades ahead.

American Association of Law Libraries

Statement to the

National Commission on Libraries and Information Science

Open Forum on Recommendations of the

White House Conference on Library and Information Services

March 10, 1992

Delivered by Robert L. Oakley

AALL Washington Affairs Representative

Good morning. The American Association of Law Libraries (AALL) is pleased to testify today about the recommendations adopted by the delegates to the second White House Conference on Library and Information Services (WHCLIS).

Over 4700 law librarians belong to the American Association of Law Libraries, which was formed in 1906 to "promote and enhance the value of law libraries to the public, the legal community, and the world." Our members work in the libraries of law firms, corporate legal departments, Federal and state government agencies, courts, and law schools. The Association is keenly interested in many of the WHCLIS recommendations and their implementation.

Last year, AALL submitted six recommendations to the Conference. Those recommendations dealt with:

- Access to law-related government information in electronic formats
- Law Library of Congress
- Preservation of legal materials

- Public access to legal information
- Support for the depository library program
- Support for the National Research and Education Network

AALL members were pleased to find that all of the Association's recommendations were integrated somewhere into the various recommendations adopted by the Conference.

The core issue addressed by AALL's recommendation is the provision of government and legal information to the public and to other library users we serve in a timely, affordable, and equitable fashion. In fact, the belief in that goal is the cornerstone of the Association's Government Relations Policy and the guiding principle in the Association's efforts to shape and influence legislation, regulations, guidelines, and other governmental policies and practices that affect the flow of government information. The Association urges the National Commission to join us in making this fundamental issue a priority in its dealings with other federal agencies and in pursuing the implementation of the WHCLIS recommendations.

One recommendation approved by our Association and the Conference delegates deals with the NREN. In December last year, President Bush signed Public Law 102-194, the High-Performance Computing Act of 1991, which authorizes the development of the National Research and Education Network (NREN). The creation and funding of the NREN was promoted in WHCLIS recommendation TEC06-1.

AALL strongly supports the development of the NREN and urges the National Commission to work with the lead agency, the President's Office of Science and Technology Policy, to ensure that the interests and needs of library and information centers of all types are well represented.

One goal of the NREN program is to "provide for improved dissemination of Federal agency data and electronic information" (Section 101 (a)(2)(E)). Several current legislative and administrative initiatives also address this issue, including House bill 2772, the GPO Wide Information Network for Data Online Act of 1991 (GPO/WINDO); House bill 3459, the Improvement of Information Access Act of 1991; and the Government Printing Office's report, "GPO/2001: Vision for a New Millennium." Citizen access to electronic government information is promoted in several WHCLIS recommendations (AAC04-1, AAC04-2, AAC04-7, NIP03-1, NET08-1, NET16-1, and TECO2-1.). Our Association's Government Relations Policy states that:

> "Federal, state and local governments have a duty to disseminate government information to their citizens. Government information should be available to the public at no or low cost in both traditional and electronic format."

As these initiatives and recommendations suggest, access to electronic government information represents one of the most challenging issues of the Information Age. This basic democratic right is threatened when agencies engage in exclusive agreements with commercial publishers and database producers or turn over the distribution of their information to private vendors, without taking into account the needs of the general public. There are a number of major examples, but one recent one is the decision by the Department of State to make its electronic information available through the Martin Marietta corporation. The Association believes that the private sector plays an important, but secondary role in the dissemination of government information, and that no public or private entity should enjoy a monopoly with respect to government information.

The right of access to this information is also threatened by proposals to tax its use. Currently before Congress is a proposal to charge a royalty for each use or reuse of tariff data. If this idea succeeds, even depository libraries may have to pay and/or charge for the use of government information.

The Association urges the National Commission to monitor the evolving patterns of government information dissemination and to participate in the debate and negotiations with library organizations and appropriate federal agencies.

Testimony for the

NCLIS Open Forum on White House Conference Recommendations

made on behalf of the
Pennsylvania Delegation to the White House Conference

by

Sara Parker
Commissioner of Libraries for Pennsylvania

I am Sara Parker, Pennsylvania Commissioner of Libraries, and I am testifying on behalf of the Pennsylvania Delegation to White House Conference on Libraries and Information Service. The Pennsylvania Delegates thank the National Commission for holding this open forum and entertaining comment about the White House Conference Resolutions.

We are asking the National Commission for a synthesis and focus to those resolutions.

At some time after 7 p.m., on Saturday, the final day of the conference, the chair of the Pennsylvania Delegation moved all remaining resolutions be tabled. It ended what was a discussion of over 135 possible resolutions. Since that time, several members of the Delegation have said they wished the motion to table had been made sooner. Ninety-five resolutions, the largest of which has 47 separate points, gives us large numbers of things to implement which may be overwhelming. I am not sure at this point there is even an accurate count of either the resolutions themselves, or the number of items to be accomplished.

The Pennsylvania Delegation does believe all the resolutions as passed are important, but we do not believe all are equally important. Some reinforce each other and work together, others may not.

What Pennsylvania is asking is that the National Commission take us to the next plateau of understanding as the implementation begins. We recommend a content analysis be done, including a number of topic groupings which may be viewed through a series of lenses. The forcing of resolutions into the pre-established categories has resulted in redundancies which a content analysis may well resolve. We are also asking for indexing, or the establishment of an element dictionary, which will let us reference the resolutions conceptually. We also would like to see the resolutions numbered in a numerical sequence so we do not have to use the long, elaborate, complex numbering system which is currently being used.

The Pennsylvania Delegation believes synthesis, content analysis, indexing, and sequential numbering will enable us to move forward with implementation in a more cohesive way. Otherwise, there well may be "picking and choosing" by individuals and groups, isolating one or two chosen wordings, which may be divisive both among the participants and in the broader communities of librarians, information professionals, decision-makers, the general public, and the delegates themselves.

We believe a synthesis will also enable the Commission to create benchmarks and criteria against which implementation strategies can be assessed.

Finally, it will enable the states to correlate the White House Conference Resolutions with those of their own Governor's conferences.

The Pennsylvania Delegation believes this is uniquely the work for the National Commission, and we ask it be undertaken with dispatch and energy.

It is also very important to Pennsylvania for the National Commission keep fidelity to all the representatives of the White House Conference. The voices of library users, officials, and those who govern and advocate for libraries must have involvement along with the librarians and information professionals.

Thank you for the opportunity to present this testimony.

3/10/92

The University of Oklahoma

SCHOOL OF LIBRARY AND
INFORMATION STUDIES
401 West Brooks, Room 120
Norman, Oklahoma 73019-0528
(405) 325-3921 FAX (405) 325-7648

Hon. J. Michael Farrell
Chairman, U.S. NCLIS
1111 18th Street N.W. Suite 310
Washington, D.C. 20036

Dear Hon. Chairman Farrell,

I recently learned that an Open Forum was held to discuss recommendations from the White House Conference on Library and Information Services. To my knowledge there was no one present to represent the Native Americans' concern or to speak to the implementation of WHC Petition #07. With that in mind, will you please accept the attached statement to be included in the official Open Forum Hearing record?

Since its inception the Commission has had an interest in the development of libraries and library services to Native Americans. This has been exemplified over the lifetime of NCLIS by the activities, hearings, site visits, and reports conducted by the NCLIS Committee on Library and Information Services for Native Americans and the full Commission.

It was evident at the White House Conference that the delegates from 50 states and the territories shared the Commission's dedication to Native American libraries when they passed (with the only standing vote of the entire Conference) Petition #07 addressing Native American Library and Information Services.

In this "Year of the American Indian" as proclaimed by the President and Congress, it would be a gross oversight to neglect this special population in any proceeding relevant to the White House Conference implementation process.

I hope that in your capacity as Chairman of the National Commission on Libraries and Information Science you will soon be able to visit some of the fledgling libraries on our Nation's Indian reservations. If the opportunity to do so presents itself, I will be more than happy to recommend appropriate sites and assist in facilitating arrangements.

Thank you for accepting my brief statement for incorporation into the record of the Open Forum.

Sincerely,

Lotsee Patterson

Lotsee Patterson, Ph.D.
Comanche
Vice President, American Indian Library Association
NCLIS American Indian Consultant
Associate Professor, School of Library and Information Studies, The University of Oklahoma

STATEMENT ON NATIVE AMERICAN LIBRARY AND INFORMATION SERVICES
before the
NCLIS Open Forum on White House Conference Recommendations

Submitted by
Lotsee Patterson, Ph.D.
Vice President, American Indian Library Association

The need for libraries and library services on or near the Nation's Indian reservations is well documented. Surveys by independent researchers, Congressional testimony, official reports by various agencies and the library literature all bear witness to the deplorable status of Native American libraries.

Native people present poignant testimony when expressing their desire to have this basic service available to their people. They know that access, retrieval, and skillful use of information is fundamental to decision making for both individual tribal members as well as tribal governments; to academic success for their children; to improving economic development and productivity; and, to overcoming illiteracy on reservations.

White House Conference Petition #07 which addresses library and information services to Native Americans was one of the recommendations passed by the delegates from 50 states and the territories. Its passage clearly indicates the support of a cross section of Americans for the improvement of library services on or near reservations.

Indian tribes are a Federal trust responsibility; their land is held in trust by the Federal Government. It therefore can provide no tax base upon which library services can be supported. Tribes must rely on the President and the U.S. Congress to legislate and fund initiatives that implement the recommendations contained in WHC #07. This fact makes the recommendations contained in WHC Petition #07 unique from all others passed at the recent White House Conference on Library and Information Services.

For convenient reference I have attached a copy of Petition 07 as passed by the Conference delegates. Also attached is a copy of testimony I presented before the Joint Congressional Hearing held during the White House Conference.

I urge the Commission to include Petition 07 as a priority under all three of the priority areas NCLIS has identified:
1) Availability and Access to Information (Democracy)
2) Information Networks through Technology (Productivity)
3) Education Services for Diverse Needs (Literacy) when it begins working with the President, Congress, other agencies and organizations on implementation of the White House Conference resolutions. We trust the Commission will continue its long standing policy of providing the necessary leadership to ensure

that the Federal Government's responsibility toward meeting the library and information needs of the American Indian is met, as mandated in Section 5 of your enabling Act. The President and Congress also support the Commission's work in this area as evidenced by their recent actions.

On March 2, 1992, the President of the United States of America issued Proclamation 6407 which proclaimed 1992 as the "Year of the American Indian, 1992". The United States Congress passed and the President signed Public Law 102-188 on December 4, 1991, which is a Joint Resolution calling for this recognition of the American Indian. As you will see by the attached copies of these documents, they call upon Federal, State, and local governments, interested groups and organizations, and the people of the United States to observe the year with appropriate programs, ceremonies, and activities.

The President's Proclamation states, "During 1992, we will honor this country's native peoples as vital participants in the history of the United States. This year gives us the opportunity to recognize the special place that Native American's hold in our society, to affirm the right of Indian tribes to exist as sovereign entities, and to seek greater mutual understanding and trust. Therefore, we gratefully salute all American Indians, expressing our support for tribal self-determination and assisting with efforts to celebrate and preserve each tribe's unique cultural heritage."

Implementation of WHC Petition #07 will help make the President's Proclamation and the U.S. Congress' Joint Resolution a reality. NCLIS is in the unique position to immediately begin steps toward implementation of WHC Petition #07 since your mandate includes advising the President and the Congress. In addition, Heads of all Federal agencies are mandated to cooperate with the Commission.

The American Indian Library Association stands ready to assist in any way we can.

RECOMMENDATION NO: PET07

RECOMMENDATION(S):

1. THEREFORE BE IT RESOLVED that it shall be the policy of the federal government to ensure that all Native Americans \possess a basic program of public library and information services, including adequate facilities, print and nonprint resource collections, equipment, properly trained library and information personnel, and regional Native American networking infrastructures and to encourage all states to adopt this policy within their state development library programs; and
2. BE IT FURTHER RESOLVED that in order to provide for the proper implementation of this policy, Title IV of the Library Services and Construction Act should be amended as follows to include: Plan A, basic grants and supplemental entitlement should be funded by LSCA set aside. Part B, special projects. provision of$5,000, 000 for fiscal year with three years of forward funding with a 20 percent matching requirement, continuation contingent upon positive evaluation. Part C, training and education. Provision of$1, 000,000 for the first year plus such sums as are required for subsequent years for 1) fellowships; 2) traineeships; 3) institutes workshops." Part D, Research and Demonstration Studies. Part E, National Technical Assistance, training and Information Technology Center. Part F, Literacy- Discretionary funds for children, youth and adults. Part G, National Advisory Committee on Native American Libraries, members to be appointed as follows: 4 by House; 4 by Senate, 4 by President; 4 by chair of NCLIS, ten of whom shall be Native Americans nominated by Native American governments organizations and communities. This committee will be under the jurisdiction of the permanent independent National Commission on Libraries and Information Science, and will have a separate appropriation to carry out these activities. Part H- All programs will be administered by a special Library Services for Native Americans Branch within the Office Library Programs, OERI, for which indian preference shall be applied for staffing in accord with regulations prescribed by the Bureau of Indian Affairs. Additionally, adequate technical support shall be provided and sufficient funds enable the professional staff to make visits to 10% of all programs grantees annually.
3. TECHNICAL AMENDMENTS ON LEGISLATION AFFECTING NATIVE AMERICAN LIBRARIES:
4. BE IT RESOLVED THAT the Children's Television Act of 1989 be amended to include a Native American set-aside providing the following: 1. To require the FCC to mandate children's programming to include subjects specially representing acceptable and appropriate depictions of Native American history, and culture, and 2. To ensure that current positive lifestyles and contributions of Native American people are represented

accurately.

5. RESOLVED FURTHER THAT the National Museum of the American Indian Act be amended to provide for the establishment of a National Native American Library center within the Museum of the American Indian to: 1. Implement the long-range strategic plan for the development of library and information services to Native Americans as continually as modified, monitored, and re-evaluated by the tribal governments operating under it. 2. Serve as a stimulus and focal point for the preservation, production, collection and distribution of materials of interest to Native libraries. 3. Operate as clearinghouse and referral center for materials (including oral history and language materials). 4. Provide technical assistance through a bank of Native American resource people who can provide intensive, short term help through a "TRAILS"-like on-going program; 5. Facilitate a national network capability; 6. Establish links between the National Native American Library Center and high school and college counselors regarding Native American students and library career training opportunities; and 7. Encourage a horizontal approach to information access funding within BIA and other federal agencies so that health, social services, economic development job training and other programs carry their own information services support components;
6. RESOLVED FURTHER THAT the Depository Library program Act be amended to permit each tribal government or reservation to designate one library on or near a reservation as a depository library for the publications of the U.S. Government;
7. RESOLVED FURTHER THAT the High-Performance Computing Act of 1990 be amended to include Native American involvement in coordinated Federal research program to ensure continued U.S. leadership in high-performance computing:
8. RESOLVED FURTHER THAT the Higher Education Act of 1966 which includes the Native American Culture and Arts programs be amended to provide the rewriting of Native American materials including text books to correct inaccuracies as written by non-native authors and historians.
9. RESOLVED FURTHER THAT the Hawkins-Stafford Elementary Secondary Act be amended to: 1. Provide for cooperative library programs in conjunction with other child-serving agencies for schools serving Native American children be enabled to provide special after school and homework help and tutoring programs in collaboration with other agencies providing similar help;
10. RESOLVED FURTHER THAT the Community Services Act which contains provision for the Administration of Native Americans be amended to provide: 1. Family literacy programs for all Native American communities; 2. Coordination of existing resources such as child-care centers, health care programs, foster grandparents programs, and adult basic education programs; 3. Culturally based programs which incorporate the oral tradition, NA cultural materials and the

utilization of elders for inter-generational impact;

11. RESOLVED FURTHER TO amend the Act authorizing the U.S. National Center for Education Statistics (NCES) to mandate that they collect statistical information on tribal libraries and tribal archives including the same questions as are collected for other library services and additional questions as needed to reflect the uniqueness of tribal collections;
12. RESOLVED FURTHER THAT the National Endowment for Humanities Act be amended to set-aside no less than$500,000 or 10% (whichever is the greater) annually for special purpose grants to tribal libraries.
13. INFORMATION TECHNOLOGY
14. NOW THEREFORE BE IT RESOLVED that grants be made available to Native American libraries for the purchase of high technology equipment, hardware, software, etc.,
15. BE IT FURTHER RESOLVED that technical training be provided for Native American library staff to adapt and develop more appropriate and additional technical tools to meet the specific needs of Native American libraries.
16. BE IT FURTHER RESOLVED THAT: a major initiative, including funding, be provided for Native American telecommunications for library information systems (i.e. telephones, FAX, satellite, fiber optics, and other state of technology).
17. SOVEREIGNTY
18. NOW THEREFORE BE IT RESOLVED: libraries be asked to implement policies which expressly support tribal sovereignty; and
19. BE IT FURTHER RESOLVED: that the White House Conference on Libraries and Information Services adopt and express as a part od their library policy, support for the existence of tribes and their inherent sovereignty.
20. PROFESSIONAL DEVELOPMENT OF LIBRARY PERSONNEL
21. NOW THEREFORE BE IT RESOLVED: that scholarships, internships, and training assistance funds be provided under a special legislative initiative to (a) develop Native American Library Professionals and Para Professionals; (b) acquire resources/funding for continuing education and professional development of Native library personnel and library and information supporters, particularly in the areas of oral history, preservation, audio-visual production, and management of small/rural libraries, (c) support travel and stipends for representatives field work and practice, (d) allow travel, honoraria, and housing for resource people to come to Native American libraries.
22. BE IT FURTHER RESOLVED that training and development programs and funds be provided for local community based boards, volunteers and tribal members.
23. INFORMATION AND CULTURAL NEEDS
24. NOW THEREFORE BE IT RESOLVED: that federal and tribal programs providing support to organizations active in the area of cultural and

historical preservation need to provide stronger financial, technical and administrative support.

25. BE IT FURTHER RESOLVES: that federal programs which depend on state directed boards to administer grant applications should discontinue this process and establish boards of tribal people actively involved in similar programs and tribal elders to aid in grant application review.
26. BE IT FURTHER RESOLVED: that all federal and federally funded programs which hold information relating to a specific tribe provide copies of that material to the tribe of origin or, where adequate facilities exist, that arrangements be made for the return of original material.
27. THEREFORE BE IT RESOLVED: that an inventory of tribal resources and archives shall be conducted and continued on an on-going basis both tribally and at research libraries off-reservations.
28. NATIONAL NATIVE LIBRARY TECHNICAL ASSISTANCE CENTER
29. NOW THEREFORE BE IT RESOLVED: that the Congress authorize the establishment of and appropriate adequate, on-going funding for a National Native Library Technical Assistance Center to: a. provide technical assistance in library operations, funding, grant writing, etc.; b. provide staff training both on-site and remote; c. provide information and referral via a toll free number; d. provide a monthly newsletter; e. develop and disseminate training materials such as manuals, video, etc. f. provide for materials on training, selection and other professional issues.
30. BE IT FURTHER RESOLVED: that the Center must be governed by a Board of Directors, whose membership represents at least 60 percent Native Americans, whose purpose will be to serve the needs of Native American communities to improve library services and the advancement of information technology.
31. DYNAMIC ROLE OF NATIVE LIBRARIES
32. NOW THEREFORE BE IT RESOLVED: that libraries and Native governments and communities be given resources to encourage matching library activities to community programs and priorities;
33. AND FURTHER BE IT RESOLVED: that Native American libraries be encouraged to institute innovative programs based on community needs.
34. INFORMATION CLEARINGHOUSE
35. NOW THEREFORE BE IT RESOLVED: that a national clearinghouse and information center, with regional branches, which allows for networking within the Native American community be established.
36. INTERNATIONAL COOPERATION
37. NOW THEREFORE BE IT RESOLVED: that appropriate legislation be enacted and international agreements made, particularly with Canada, to permit open and speedy electronic and manual delivery of documents and services across boundaries; and
38. BE IT FURTHER RESOLVED: that international cooperation be sought to facilitates access to appropriate foreign collections.

39. STATE-TRIBAL COOPERATION
40. NOW THEREFORE BE IT RESOLVED: that all states in which reservations are located and/or have significant Native American populations be urged to promptly implement similar legislation;
41. BE IT FURTHER RESOLVED: that the federal government encourage by legislation or policy; state governments to enter into a memorandum of understanding with tribal governments and libraries, when desired and requested by the Indian people;
42. BE IT FURTHER RESOLVED: that Congress encourage states to recognize native American governments, organizations and libraries as direct recipients of state administered funds allocated to library/information service programs.
43. BE IT FURTHER RESOLVED: that native Americans be represented on the various policy boards and organization at the local state and national level;
44. BE IT FINALLY RESOLVED: that this initiative be done in recognition and support of Native sovereignty and Native developmental needs.
45. STANDARDS AND CERTIFICATION
46. NOW THEREFORE BE IT RESOLVED: that Congress should provide resources for Native American government organizations and libraries to come together to develop library standards, including personnel certification and staffing standards specific to their special program needs; and
47. BE IT FURTHER RESOLVED: that Congress should mandate that federal and state agencies recognize native American government or organization operated library/information service certification and training programs as complying, for all purposes, with state or federal standards.
48. GOVERNMENT LIBRARY RELATIONSHIPS
49. NOW THEREFORE BE IT RESOLVED: that the National Congress of American Indians membership issue a policy statement supporting a priority for the role and needs of our libraries.
50. PRIVATE SECTOR
51. NOW THEREFORE BE IT RESOLVED: that the Indian pre-Conference to the White House Conference on Libraries promotes and encourages foundations and businesses to assist in the development of Indian libraries.
52. SCHOLARSHIPS
53. NOW THEREFORE BE IT RESOLVED: that Congress establish a scholarship or fellowship program for Native individuals, Native Americans, for baccalaureate or graduate degrees in library science or library management and certification.
54. BE IT FURTHER RESOLVED: that Congress establish a scholarship or fellowship program for which Native Americans and organizations are eligible for the purpose of enabling the Native entities to negotiate with schools of library science to provide specific academic programs to meet the special needs of Native libraries and information centers.

WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES

Joint Congressional Hearings on Library and Information Services

for

Literacy, Productivity and Democracy

Senator Claiborne Pell, Co-Chairman
Representaitve Pat Williams, Co-Chairman

July 11, 1991

Washington, D.C.

Testimony on behalf of Native Americans

by

Lotsee Patterson, Ph.D.
Associate Professor, School of Library and Information Studies
The University of Oklahoma

I am Lotsee Patterson, Associate Professor of Library and Information Studies at the University of Oklahoma.

For more than twenty years I have worked in a number of ways to educate and train Native American librarians and to develop library and information services on Indian reservations. Using that experience as a background I would like to offer the following overview and list some issues with recommendations that address the library and information services needs in Indian country. My remarks will be directed at what might be called public library services and does not include those provided K-12 schools on or near reservations.

Statements presented in this testimony are based on information gathered from a number of sources as well as personal experience over the past 20 years. The dates and sources of the information include:

1979 - A national survey of Indian tribes to assess library needs. Results publication in Library Trends, Fall, 1980 in an article entitled, "Public Library Services to Native Americans in Canada and the Continental United States."

1986 - Questionnaire to assess library training needs to all tribes. Results published in TRAILS Newsletter, University of Oklahoma, Fall, 1986.

1991 - National survey of all tribes to gather information about public library services provided to and for Native Americans. The National Commission on Library and Information Services (NCLIS) designed and conducted the survey. Results were presented at the Native American Pre-White House Conference on Library and Information Services.

1991 - Resolutions of the Native American Pre-White House Conference on Library and Information Services.

1991 - Draft document entitled "Strategic Plan for the Development of Library and Information Services to Native Americans" developed by staff at the U.S. National Commission on Libraries and Information Services (NCLIS).

1968-1991 - Personal experience working with Native people including directing six federally funded year long library research and demonstration projects funded under Title II B of the Higher Education Act and the National Endowment of the Humanities. Directing one national program to provide technical assistance and training to all tribes (TRAILS) and serving as a consultant to a number of Universities, state library agencies and other organizations in the areas of training Native librarians and developing library services on reservations.

All of these sources and my experiences point to the same basic conclusions regarding library services on reservations. They are 1) all Indian tribes and Native villages desire library services and 2) there is an appalling lack of funds and resources to do so. The areas of identified needs can be broken into broad categories. They are:

Personnel - staff in most libraries that serve Native people have little or no formal education or training in librarianship.

Funding - most tribal libraries have no steady source of funding. Approximately 180 of the 500 or so eligible tribes/villages apply for the Basic Grants of approximately $3,000 available from Title IV of LSCA. Others know this sum is too little on which to operate a library and therefore see no need to apply. Most tribes can not afford to fund libraries from their meager budgets. Some tribes, for example the Navajo , budget for library services on their reservations but what they expend amounts to only about 7 cents per person. Their service area includes 26 thousand square miles in three states and more than 170,000 people living on the reservation.

Materials - collections in most tribal libraries are sparse, out-dated and sadly lacking in appropriate resources.

Facilities - although LSCA special projects grants have made a big difference in a few tribes by providing funds for new buildings most tribes use any space they can find to house small collections.

Services - due to lack of trained staff, inadequate facilities and few material resources library services that most urban patrons expect from their public library are non-existent on reservations.

The needs of tribal libraries have also been well documented in hearings held around the country by NCLIS. In addition, barriers to adequate library service such as distance (in a number of cases, more than 100 miles to a library facility), limited transportation and limited hours of operation were noted as adding to the problem of providing adequate library service. It should also be pointed out there is no tax base on a reservation to support libraries as there is with most public libraries and generally there is not state money available on reservations. With these issues in mind, I propose an action agenda built around three broad areas for the Congress to address legislatively in order to provide Native Americans living on reservations with adequate library services. I further propose that this be done by developing a national policy for library services for Native Americans as part of the federal government's trust responsibility.

PROPOSED ACTION AGENDA

ISSUE: Education/training of staff

RECOMMENDATION:

A technical assistance and training center be established to provide on-going educational opportunities for Native staff. The former TRAILS program could be used as a model (a copy of the TRAILS final report is attached).

Institutes, research and demonstration projects, and fellowships for Native people be reestablished as a priority under current HEA Title II B guidelines.

ISSUE: Funding

RECOMMENDATION:

That Congress provide a continuous, long term funding source either through amending current legislation (LSCA Title IV) or through new initiatives so that tribal libraries have a dependable source of funds on which to develop their library.

ISSUE: Administration/Management

RECOMMENDATION:

That a National Indian Library Technical Assistance Center much like the short lived TRAILS program be established on a permanent basis. The role and function of this center would be:

- To assume a leadership role in the development of library services on Indian reservations.
- To coordinate planning with state library and federal agencies.
- To provide training through workshops using on-site, distance education or other delivery methods.
- To collect data and conduct research relevant to the information needs of Native Americans on reservations.
- To advocate development and improvement of Indian libraries to assure quality library services.
- To publish a newsletter for distribution to all Indian libraries as a communication devise in order to keep Native librarians informed on current issues.
- To create and maintain a MARC-based file of bibliographic records as a resource for a Union catalog of all tribal library holdings and to use as a data file for extraction of records to be used in retrospective conversion, card production, and ongoing additions to local online databases.
- To lower cost and increase efficiency by negotiating agreements with vendors and other information providers.
- To orchestrate cooperative projects with tribal leaders for collection development, technology utilization and promote more effective, more efficient service.
- To develop a network linking all Native American libraries in order to provide access to information or users.
- To use commercial datebases in order to identify, extract and deliveries information to users on reservations.

Further rational to support the development of a federal policy for library service to Native Americans can be made by pointing out that the well being of Native Americans in Indian country is based in part on their literacy and productivity. This requires that they be afforded the same access that other citizens have to current, accurate information and to interesting, informative and up-to-date reading materials.

Similarly, life long learning through access, retrieval and skillful use of available information is fundamental to productivity. Information is needed to make good decisions. Good decisions lead to problem solving and improve the ability of both tribes and individuals to participate more fully in economic development. Information resources and services provided by a good library and a well trained librarian can contribute significantly to increased productivity.

In conclusion, I urge you to consider the development of a National Policy addressing the fundamental issues of tribal library services. Thank you for the opportunity to testify before you today. I will be happy to answer any questions you may have and to assist you in any way I can in the future.

Federal Register
Vol. 57, No. 43
Wednesday, March 4, 1992

Presidential Documents

Title 3—

The President

Proclamation 6407 of March 2, 1992

Year of the American Indian, 1992

By the President of the United States of America

A Proclamation

Half a millennium ago, when European explorers amazed their compatriots with stories of a New World, what they actually described was a land that had long been home to America's native peoples. In the Northeast part of this country and along the Northwest coast, generations of tribes fished and hunted; others farmed the rich soils of the Southeast and Great Plains, while nomadic tribes roamed and foraged across the Great Basin. In the arid Southwest, native peoples irrigated the desert, cultivating what land they could. Each tribe formed a thriving community with its own customs, traditions, and system of social order.

The contributions that Native Americans have made to our Nation's history and culture are as numerous and varied as the tribes themselves. Over the years, they have added to their ancient wealth of art and folklore a rich legacy of service and achievement. Today we gratefully recall Native Americans who helped the early European settlers to survive in a strange new land; we salute the Navajo Code Talkers of World War II and all those Native Americans who have distinguished themselves in service to our country; and we remember those men and women of Indian descent—such as the great athlete, Jim Thorpe and our 31st Vice President, Charles Curtis—who have instilled pride in others by reaching the heights of their respective fields. We also celebrate, with special admiration and gratitude, another enduring legacy of Native Americans: their close attachment to the land and their exemplary stewardship of its natural resources. In virtually every realm of our national life, the contributions of America's original inhabitants and their descendants continue.

During 1992, we will honor this country's native peoples as vital participants in the history of the United States. This year gives us the opportunity to recognize the special place that Native Americans hold in our society, to affirm the right of Indian tribes to exist as sovereign entities, and to seek greater mutual understanding and trust. Therefore, we gratefully salute all American Indians, expressing our support for tribal self-determination and assisting with efforts to celebrate and preserve each tribe's unique cultural heritage.

The Congress, by Public Law 102–188, has designated 1992 as the "Year of the American Indian" and has authorized and requested the President to issue a proclamation in observance of this year.

NOW, THEREFORE, I, GEORGE BUSH, President of the United States of America, do hereby proclaim 1992 as the Year of the American Indian. I encourage Federal, State, and local government officials, interested groups and organizations, and the people of the United States to observe this year with appropriate programs, ceremonies, and activities.

IN WITNESS WHEREOF, I have hereunto set my hand this second day of March, in the year of our Lord nineteen hundred and ninety-two, and of the Independence of the United States of America the two hundred and sixteenth.

George Bush

[FR Doc. 92-5245
Filed 3-3-92; 11:34 am]
Billing code 3195-01-M

Public Law 102-188
102d Congress

Joint Resolution

Dec. 4, 1991
[S.J. Res. 217]

To authorize and request the President to proclaim 1992 as the "Year of the American Indian".

Whereas American Indians are the original inhabitants of the lands that now constitute the United States of America;

Whereas American Indian governments developed the fundamental principles of freedom of speech and the separation of powers in government, and these principles form the foundation of the United States Government today;

Whereas American Indian societies exhibited a respect for the finite quality of natural resources through deep respect for the Earth, and such values continue to be widely held today;

Whereas American Indian people have served with valor in all wars that the United States has engaged in, from the Revolutionary War to the conflict in the Persian Gulf, often serving in greater numbers, proportionately, than the population of the Nation as a whole;

Whereas American Indians have made distinct and important contributions to the United States and the rest of the world in many fields, including agriculture, medicine, music, language, and art;

Whereas it is fitting that American Indians be recognized for their individual contributions to American society as artists, sculptors, musicians, authors, poets, artisans, scientists, and scholars;

Whereas the five hundredth anniversary of the arrival of Christopher Columbus to the Western Hemisphere is an especially appropriate occasion for the people of the United States to reflect on the long history of the original inhabitants of this continent and appreciate that the "discoverees" should have as much recognition as the "discoverer";

Whereas the peoples of the world will be refocusing with special interest on the significant contributions that American Indians have made to society;

Whereas the Congress believes that such recognition of their contributions will promote self-esteem, pride, and self-awareness in American Indians young and old; and

Whereas 1992 represents the first time that American Indians will have been recognized through the commemoration of a year in their honor: Now, therefore, be it

99-139 O - 91 (188)

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Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That 1992 is designated as the "Year of the American Indian". The President is authorized and requested to issue a proclamation calling upon Federal, State, and local governments, interested groups and organizations, and the people of the United States to observe the year with appropriate programs, ceremonies, and activities.

Approved December 4, 1991.

LEGISLATIVE HISTORY—S.J. Res. 217:

CONGRESSIONAL RECORD, Vol. 137 (1991):
Nov. 1, considered and passed Senate.
Nov. 22, considered and passed House.

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U. S. NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

Open Forum on Recommendations of
the White House Conference on Library and Information Services

March 10, 1992

REMARKS BY

Paul Evan Peters
Director, Coalition for Networked Information

I am very pleased to be able to participate in this open forum on the recommendations from the July 1991 White House Conference on Library and Information Service. I welcome this opportunity to review White House Conference recommendations of special concern and interest to the Coalition for Networked Information and to indicate how the Coalition intends to support those recommendations.

I am the Director of the Coalition for Networked Information. The Coalition is a joint project of the Association of Research Libraries, CAUSE, and EDUCOM that was launched in March, 1990 to promote the creation and use of information resources and services in networked environments to advance scholarship and intellectual productivity. One-hundred and fifty-six (156) institutions and organizations are active members of the Task Force that the Coalition established to formulate and evaluate its program and to marshall its financial and expert resources. Most of the members of this Task Force are higher education institutions but nearly twenty-five percent (25%) are information, technology, system, or service providing entities of one type or another. The Coalition and its Task Force are hard at work on realizing the promise of advanced networks and computers for information access and delivery in support of research and education.

The Coalition takes special interest in three of the recommendations earmarked for priority action by an early vote of the Conference delegates:

- Share Information Via Network 'Superhighway';
- Develop Networking Equity for Low-Density Areas; and,
- Amend Copyright Statutes for New Technologies.

The Coalition has formulated a number of specific priorities and has endorsed a variety of individual projects that bear upon these three recommendations. I will ask the Working Group on Legislation, Codes, Policies, and Practices of the Coalition Task Force to propose changes and additions to these priorities that are advised in light of these three recommendations. One of the leaders of this Working Group is Richard G. Akeroyd, Jr., Connecticut State Librarian. As Chair of the Advisory Committee of the July 1991 White House Conference on

Library and Information Services, Mr. Akeroyd is no stranger to these proceeding and the Coalition will benefit enormously from the leadership that he will provide it in this area. The Working Group will begin work on these matters when it convenes during the Spring 1992 Meeting of the Coalition Task Force later this month. These measures will generate understanding and action items constituting the details of the Coalition's support of these three recommendations. I would like to use the time remaining to me today to articulate a few generalities that speak to the climate of these three recommendations and the related Coalition measures.

On December 9, 1991 President Bush signed into law the High Performance Computing Act of 1991 thereby culminating the first phase of a long term effort directed toward, among other things, the engineering, deployment, operation, and maintenance of a "global networked information infrastructure and environment" particularly attuned to the requirements of research and education and to the needs of research and education populations wherever they may be found. The National Research and Education Network that is mandated in Section 102 of the High Performance Computing Act of 1991 will be a major milestone in the certain, steady progression of political consensus, technological capability, and institutional and organizational readiness and capacity needed to bring this global networked research and education information infrastructure and environment into being. One of the highest priorities of the Coalition, and a wide range of other organized and closely collaborating interest groups, is to make sure that the National Research and Education Network milestone is secured and that future milestones are sighted and pursued relative to it.

Allow me to remind the Commission of the considerable progress that we have already made toward this long-term goal by quoting the "Access" subsection (subsection b) of the National Research and Education Network section (102) of the High Performance Computing Act of 1991:

> Federal agencies and departments shall work with private network service providers, State and local agencies, libraries, educational institutions and organizations, and others, as appropriate, in order to ensure that the researchers, educators, and students, as appropriate, have access to the Network. The Network is to provide users with appropriate access to high-performance computing systems, electronic information resources, other research facilities, and libraries. The Network shall provide access, to the extent practicable, to electronic information resources maintained by libraries, research facilities, publishers, and affiliated organizations.

Allow me also to remind the Commission of the process by which work on the National Research and Education Network will set the terms of reference for the evolution of the Network toward the global networked research

and education information infrastructure and environment of the future by quoting the "Report to Congress" subsection (g) of the National Research and Education Network section (102) of the High Performance Computing Act of 1991:

> Within one year after the date of this Act, the Director [of the Office of Science and Technology Policy] shall report to Congress on --
>
> (1) effective mechanisms for the maintenance and use of of the Network, including user fees, industry support, and continued Federal investment;
> (2) the future operation and evolution of the Network;
> (3) how commercial information service providers could be charged for access to the Network, and how Network users could be charged for such commercial information services;
> (4) the technological feasibility of allowing commercial information service providers to use the Network and other federally funded research networks;
> (5) how to protect copyright of material distributed over the Network; and
> (6) appropriate policies to ensure that security of resources available on the Network and to protect the privacy of users of networks.

These and other provisions pertaining to the National Research and Education Network as contained in the High Performance Computing Act of 1991 provide a major opportunity, perhaps even a historic one, for librarians, information technologists, publishers, and a wide variety of other interested and concerned parties to collaborate in the modernization, innovation, and then transformation of the technological, political, cultural, and economic systems that support and serve the knowledge creation, diffusion, and utilization process that arguably is the single most important progressive force in human communication and community. The Coalition for Networked Information pledges itself to the realization of this compelling vision of the future of networks, networked information resources and services, and networked institutions, organizations, and communities. The Coalition welcomes the recommendations of the July 1991 White House Conference on Library and Information Service and commits itself to be one of the agencies by which those recommendations will be implemented.

Thank you very much for the allowing me to participate in this forum and to indicate how the Coalition for Networked Information intends to support the recommendations of the July 1991 White House Conference on Library and Information Service.

Attachments:

1. *Task Force Membership List*
2. *Key Contacts List*
3. *FY92 Program Priorities*

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COALITION FOR NETWORKED INFORMATION

To Advance Scholarship and Intellectual Productivity

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FY92 PROGRAM PRIORITIES

MODERNIZATION OF SCHOLARLY PUBLISHING

1.1 Understanding of how networks can be used as media for access to and distribution of existing scholarly journals, and of alternative models for networked information distribution, access, and delivery.

1.2 Economic analyses of networked information distribution, access, and delivery, and of the life-cycle costs of printed information distribution, access, and delivery.

1.3 The potential of site licenses and related agreements between creators and users of published works to catalyze the formation of the market for networked information.

1.4 The potential of networked information access from and delivery to institutions and organizations using high-volume, networked printing (imaging) facilities.

TRANSFORMATION OF SCHOLARLY COMMUNICATION

2.1 The genuinely innovative potential of the network medium for scholarly communication and publication and the architectural requirements of collaborative works and compound information objects that contain images, video, sound, executable algorithms, and associated datasets in addition to traditional text.

2.2 The promises and challenges of networked information for scholarship and pedagogy in the humanities, arts, and social sciences as well as the sciences and professions.

DIRECTORIES AND RESOURCE INFORMATION SERVICES

3.1 The need for open systems, standards, and, therefore, interoperable products and services based upon a distributed architecture of servers that draw upon a common or at least comparable set of data elements.

3.2 A (printed and networked) directory of directories and resource information services that provides qualitative (consumer) as well as descriptive information.

3.3 The Library of Congress effort to enhance the MARC formats to account for the cataloging requirements of networked resources and services.

3.4 The National Science Foundation effort to procure a new NSFNet Network Information Center.

ARCHITECTURES AND STANDARDS

4.1 A consistent and complete mechanism for linking bibliographic, abstracting, and indexing files to files of their associated source materials.

4.2 A single standard for the transmission of bitmapped image files.

4.3 Protocols for handling networked requests for delivery of source materials.

4.4 Mechanisms for interorganizational authentication, accounting, and billing.

4.5 Lessons drawn from the experience of pilot projects that exercise networked printing utilities.

4.6 Provide an "interoperability workshop" to specify, implement, and test advanced functions for Z39.50 to accelerate the pace and to ensure the quality of standardization efforts in this area.

4.7 Provide a family of mail reflectors for current awareness and a bibliographic database for question answering regarding technical reports and related materials being issued by pertinent academic and research departments and activities in Coalition member institutions and organizations.

LEGISLATION, CODES, POLICIES AND PRACTICES

5.1 A (print and networked) clearinghouse for and a register of statements from organizations with positions, principles, codes, statutes, etc. pertaining to networked information.

5.2 Model principles, policies, and practices pertaining to the social, professional, and legal structures and processes that define networked scholarly publication and communication.

5.3 Model principles, policies, and practices pertaining to the use of networks and networked information resources and services.

ACCESS TO GOVERNMENT INFORMATION

This area of Coalition program emphasis was first identified at the Steering Committee meeting of April 29, 1991. As a result, the following priorities are tentative and suggestive pending discussions with interested parties at the Fall 1991 Meeting of the Task Force.

6.1 Institutional plans for acquiring and providing services based upon the data of the 1990 *Census*.

6.2 The "WINDO" initiative of the US Government Printing Office.

6.3 The potential of networks for improving access to and delivery of data and information from governments at all levels.

6.4 Diversity of sources in access to and delivery of data and information from governments at all levels.

6.5 Networked bulletin boards as used by governments at all levels.

6.5 Modernization of the US Government depository library system, including the patent depository library system.

TEACHING AND LEARNING

7.1 Exemplary models of educational, rather than research, networking.

7.2 Information packets for specific "new user" communities of school administrators, distance learning professionals, community college officials, public librarians, museum executives, and others.

7.3 Relationships with other associations and organized groups with comparable interests and activities.

MANAGEMENT AND PROFESSIONAL AND USER EDUCATION

8.1 Information packets for higher education administrators, faculty, and professionals.

8.2 Metrics for measuring and comparing institutional excellence in networked information access, management, and delivery.

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FY92 (JULY, 1991 - JUNE, 1992) PRIORITIES

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1.3 The potential of a "uniform site licensing" program to catalyze the formation of the market for networked information.

1.4 The potential of networked information access from and delivery to institutions and organizations using high-volume, networked printing (imaging) facilities.

TRANSFORMATION OF SCHOLARLY COMMUNICATION

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ACCESS TO GOVERNMENT INFORMATION

This area of Coalition program emphasis was first identified at the Steering Committee meeting of April 29, 1991. As a result, the following priorities are tentative and suggestive pending the completion of the initial phase of program planning in this area.

6.1 The potential of networks for improving access to and delivery of data and information from governments at all levels.

6.2 Diversity of sources in access to and delivery of data and information from governments at all levels.

6.3 Networked bulletin boards as used by governments at all levels.

6.4 Modernization of the US Government depository library system, including the patent depository library system.

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MANAGEMENT AND PROFESSIONAL AND USER EDUCATION

8.1 Information packets for higher education administrators, faculty, and professionals.

8.2 Metrics for measuring and comparing institutional excellence in networked information access, management, and delivery.

SECRETARIAT

9.1 Me . .ne FY92 budget targets as summarized in the attached *FY92 Summary Budget Report* and by the following:

9.1.1 No fewer than 122 Task Force member institutions and organizations implying no less than $549,000.00 of dues revenue.

9.1.2 No less than $80,000.00 of special financial contributions.

9.1.3 No more than $696,875.00 of operating expenses and $50,000.00 of capital expenses.

9.1.4 No less than $134,489.30 of fund balance at the end of the year.

9.2 Increase participation by members of ARL, CAUSE, and EDUCOM who are not members of the Coalition Task Force.

9.3 Improve communications:

9.3.1 Implement the Internet server.

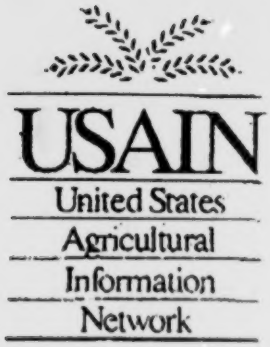
9.3.2 Distribute a "report from the Director" no less than quarterly.

9.4 Improve relations with associations and other organized interest groups that share the interests and requirements of the Coalition members.

9.5 Conclude discussions of and planning regarding ways and means for ensuring:

9.5.1 The most effective representation of both the "network content" and "network conduit" interests and requirements of the Coalition members.

9.5.2 The most effective working relationship between the Coalition and EDUCOM's Networking and Telecommunications Task Force.



Statement
by
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on
The White House Conference on
Library and Information Services

Mr. Chairman and members of the Commission, I am Julia Peterson, president of the United States Agricultural Information Network (USAIN). Thank you for this opportunity to address the commission on issues of concern to you, to USAIN, and, undoubtedly, to all organizations involved in information services and library management.

USAIN is a relatively new organization, established in 1988. We are a network of corporation libraries, land-grant university libraries and government agencies that works closely with the National Agricultural Library (NAL) in Beltsville, Maryland, to preserve, share and improve access to agricultural information throughout the nation.

Currently, we number about 200 members but because of the national and international concern growing over agricultural information access and preservation, our ranks are growing rapidly. Our aims are closely allied with those of your commission and our concerns shadow many of those being addressed by the White House Conference.

I would like to focus my remarks on what my organization and the National Agricultural Library, with whom we work hand in hand, are doing relative to "developing national preservation policy," "upgrading rural services," and "expanding networks and access." My remarks may perhaps indicate areas of possible cooperation as you move ahead with your agenda.

Preservation is of particular importance to those of us who work in managing the nation's agricultural literature. We are faced with a perilous situation. A preservation study of the NAL collection, conducted with assistance from the Association of Research Libraries, found that "more than 50 percent of the monographs and serials...are disintegrating and that more than one-fourth of the volumes are brittle, requiring their contents be transferred to another medium in order to be useful and to escape loss to the scientific world."

The study goes on, "for a significant quantity (of the materials in the collection), as yet undetermined...it is already too late, for they are too disintegrated to be used by researchers."

This is distressing news. Here we have the National Agricultural Library, the premiere agricultural library in the world, faced with the loss of huge chunks of the nation's collection of agricultural information. And, as with most government agencies in this era of belt tightening, NAL is having trouble finding the resources needed to correct the problem. When even the largest agricultural library in the world is 3--

worried about preserving its collection, what must face other agricultural collections?

But there is at least some good news on the horizon. First, there is the White House Conference on Library and Information Services which is bringing together the collective experience and intelligence of the library profession to formulate strategies and garner support in order to address preservation problems like those being faced by NAL.

Then there are USAIN's efforts, which we hope eventually to share and integrate with those of the White House Conference. At a meeting preceding the second annual USAIN conference in Minneapolis last fall, USAIN members pledged to work to develop a plan for saving, not just NAL's collection, but agricultural literature throughout the nation.

An 8 to 10-member board of agricultural information experts from land-grant university libraries and USAIN is being organized and funding is being sought to develop a "National Preservation Plan for the Historical Literature of Agriculture." NAL is a prime player in this activity.

I have high hopes that this preservation plan will be successful. As my organization and NAL hasten to meet this challenge, we will share our experiences, good and bad, with the White House Conference. Only through such exchanges among all of us working in the profession can the nation solve its preservation problems.

My next comments concern recommendation of the White House

Conference for upgrading rural services.

The National Agricultural Library has taken a lead in such activities. Their experience provides a concrete, how-to example of at least one way this recommendation may be acted on. I am referring to the library's Rural Information Center (RIC).

RIC is a staff of information specialists whose sole function is to provide information that will assist rural leaders in improving their communities. Through a toll-free telephone number, RIC provides information on rural economic revitalization, local government planning, rural health services, funding for rural development projects, research studies, and other topics related to "maintaining the vitally of America's rural areas." I offer RIC as example of a program that works in reaching rural America with information services.

USAIN is playing a role in upgrading rural services too. At our recent annual meeting in Minneapolis we invited a representative of the U.S. Extension Service to address our membership on the subject of Information Technology and the Extension Service. We hope this will lead to more cooperation between our two organizations in improving information services to rural communities. It seems like a natural partnership.

Finally, I want to address the recommendation for "expanding networks and access." As our name indicates, the U.S. Agricultural Information Network supports and strongly encourages all efforts to expand networks and access to information. We know that such an approach works to improve information services.

USAIN has brought such diverse organizations as corporations, universities and state and federal governments together under the banner of improving access to agricultural information. During USAIN's four years of life this has become a reality.

The National Agricultural Library is demonstrating that the technology is at hand to expand information access. NAL is grasping information management technology as a key means for improving access to its magnificent collection. As such, it is blazing the way for many of the rest of us. NAL's extensive use of text digitizing, optical disks, CD-ROMs and other technologies and the close networking activities it maintains with USAIN members, land-grant university libraries and agricultural research facilities benefits all those working in the agricultural sciences.

So what does this mean? In my opinion, it means that the White House Conference is on the right track in focusing on expanding networks and access to information as one way to improve the Nation's library system. The success of the National Agricultural Library in this area is proof that it can be done through diligence, cooperation and imagination.

This concludes the points I wished to make regarding the recommendations of the White House Conference. And while I have only addressed three of these recommendations, I can assure you that USAIN has an interest in all of the recommendations of the White House Conference. We support these activities wholeheartedly.

6--USAIN

Thank you for this opportunity. I applaud the work of the White House Conference.

LITA TESTIMONY TO THE NCLIS REGARDING THE WHCLIS RECOMMENDATIONS

Dennis Reynolds, CAPCON

I thank you for this opportunity to address the panel and the Commission on the recommendations of the second White House Conference on Library and Information Services.

The Library and Information Technology Association, or LITA, is the division of the American Library Association concerned with the technical, human, and policy issues regarding the use of technology by libraries, library users and society in general.

References to information technology appear throughout the Conference recommendations. I would like to use my time here to briefly address three of the priority recommendations in the context of information technology. One of these, the Conference recommendation on emphasizing literacy initiatives, states that "literacy for all people must be an ongoing national priority."

Many others have no doubt spoken today about the urgency of this initiative. But I would like to add another dimension to this support. In an increasingly information-technology-dependent society, functional literacy may not be enough in the long run. A degree of "electronic literacy" will be necessary as well. Citizens in all walks of life will need a basic understanding and ability to use computers and electronic data bases in order to participate in, and contribute to society to their fullest human potential.

And just as libraries should play an integral role in advancing basic reading skills, so too should support be given them as places where citizens can learn the skills necessary to use the various technologies becoming so closely associated with access to information.

* * * * * * * * *

A second recommendation I would like to address briefly this afternoon is the "Omnibus Children and Youth Literacy Initiative." You will be hearing support for this recommendation from many quarters today. LITA would like to add its support from the perspective of the role of information technology in the education of our youth. LITA calls special attention here to the importance of the provision appearing under the proposed "School Library Services Title" that calls for the establishment of grants to provide information technology to school media centers.

With effective use of information being so central to the economic, social, and political advancement of the Nation, it is imperative that today's students be armed with a mastery of the skills necessary to use computers, electronic data bases, and other technologies as tools to help meet the information seeking challenges they will face tomorrow. As centers of information and learning in our schools, libraries and media

centers must be equipped with the technologies that will facilitate and enhance the acquisition of these skills by our young people.

* * * * * * * * * *

When we speak to literacy and to the importance of educating our youth, we are by implication also addressing issues of equality and equity of opportunity for access to learning and achievement. From a perspective of information technology, nowhere does the role of libraries in the pursuit of these goals coalesce in as immediate a need as in the creation and funding of a National Research and Education Network, which the Conference rated as second in priority among its 95 recommendations and petitions.

The signing into law of the High Performance Computing Act of 1991 by President Bush in December moves the NREN closer to an eventual reality. But there are many unanswered questions about how the network will be structured. Some of these questions have to do with defining the full range of the purposes for which the network can be used, and who will be able to access the network.

The NREN has the potential to become a great equalizer or a great divider. Overly restrictive access to the network can only result in a further widening of the gap between the information "haves" and "have-nots" in our society. If the NREN is to be a truly national resource, access to the Network must be based around our traditional democratic values of openness, equity, and equality of opportunity. In this regard, libraries can serve as democratizing institutions much as they have for the past century. It is in this spirit that LITA whole-heartedly endorses the Conference recommendation's assertion that "The network should be available in all libraries and other information repositories at all levels."

Just as there are questions to be answered about the purposes for which the NREN will be available, and about who will be able to use it, so too are there matters to be addressed regarding the design, implementation, and governance of the network. In addition to encouraging the role of libraries as nodes providing access to the NREN, LITA strongly urges the Commission to advocate a prominent role for the library community in the policy-making apparatus.

Because of the role they play in research and education, the inclusion of libraries in decisions regarding the design and implementation of the network is vital. And by the very nature of its business, the library community has enormous collective experience and expertise in governance and operational issues relating to the dissemination, collection, organization, and use of information. It will be unfortunate indeed if the federal government and others do not draw heavily on this experience and expertise in planning the National Research and Education Network.

I have addressed today three of the specific recommendations from the White House Conference that LITA feels will be instrumental in ensuring a prominent role for libraries into the next Century as information and technology become even more closely interwoven:

(1) that literacy must be a goal, and that we must interpret the definition of literacy broadly enough to include the ability to use electronic information as well as that in print form;

(2) that school media centers are instrumental to the economic and democratic development of the Nation, and that one of their key missions should focus on educating students in the uses of information technology; and

(3) that the Commission advocate a strong access and policy role for libraries in the evolving National Research and Education Network.

On behalf of the Library and Information Technology Association, I would again like to thank the Panel and the Commission for this opportunity.

U.S. National Commission on Libraries and Information Services
Open Forum on Recommendations of
the White House Conference on Library and Information Services
March 10, 1992

Dr. Roslyn Rosen
President, National Association of the Deaf
Dean, Gallaudet University

Mr. Chairman and other distinguished members of the NCLIS:

My name is Dr. Roslyn Rosen. I am President of the National Association of the Deaf, the oldest and largest consumer-based organization committed to improving the quality of services and products for the deaf and hard of hearing people, their families, and those who are interested in them.

According to the National Organization on Disability, there are approximately 45 million Americans from every walk of life, who have one or more types of disability, affecting different life functions, such as seeing, speaking, hearing, and mobility. Of this number, 22 million have a hearing disability, as the result of an illness or accident, the aging process, drugs and birth complications, exposure to excessive noise or medications, and heredity. Some people are also blind or mobility impaired in addition to their hearing disabilities.

No matter what the individual characteristics, it is the birthright of every American to be able to participate in the democratic process, to be productive, and to be literate. Books and education can be and must become great equalizers. When I was growing up, my parents got me my own library card, and I was a regular bookworm.

However the word "deaf" has been misunderstood for centuries. Because of lack of information and materials, many hearing people continue to hold wrong assumptions about deaf people. This ignorance is compounded by communication barriers. The effectiveness of laws such as the Americans with Disabilities Act may be diminished because of fear and ignorance.

Moreover, many deaf people have yet to achieve a positive self-esteem and to reach their potentials due to their own ignorance of their own heritage and culture and of community services available to them as citizens of this society. Many families of deaf children are also in the dark. Libraries and information networks have been part of this problem due to lack of trained librarians and inadequate, outdated and incorrect information in their collections.

I want to commend the NCLIS and WHCLIS for their magnificent job in working with all the people of the District of Columbia, each of the 50 states and the U.S. Territories, and for rising to the great challenge of condensing the many needs of many diverse groups into 95 vital policy recommendations. The Information 2000 publication is a valuable resource

which will lead us from the present into the future.

Each of the 15 priority recommendations voted by the Conference Delegates for focused action is very important and timely. I believe that each of these will be of great importance to every American.

However, there are two recommendations I want to bring to your attention. The first one is for establishing a National Library Center for Disabled Americans. The second is for the establishment of a statistical model for determining impact and needs for diverse populations. I believe that the effective accomplishment of these two recommendations will contribute significantly towards the successful implementation of the other 93 recommendations, especially for people with different types of disabilities and representing cultural, linguistic and ethnic diversities.

I encourage the NCLIS to create a task force to actualize these two recommendations with the goals of establishing and implementing a Model Center and statistical models and policies for assessing needs, determining quality delivery systems, and evaluating services.

This would pave the way for the achievement of other related recommendations important to the disability community, such as emphasizing literacy initiatives to aid persons with disadvantages and disabilities, encouraging multicultural and multilingual programs and staffs, and recognizing libraries as rightful partners in lifelong education and empowerment of diverse Americans.

The National Association of the Deaf is proud to be involved with current library and information service issues. The NAD is also working with the Friends of Libraries for Deaf Action towards the forming of a network with all Friends of Libraries groups, to assure the involvement of the deaf community in any local policy and decision making procedures.

Thank you for the opportunity to be here today to present these views. I will be glad to respond to any questions you may have.

Submitted by the National Association of the Deaf

Special Libraries Association

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STATEMENT ON BEHALF OF THE SPECIAL LIBRARIES ASSOCIATION

GUY ST. CLAIR, PRESIDENT

BEFORE THE NATIONAL COMMISSION ON LIBRARIES AND INFORMATION SCIENCE

ON THE WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES -- 1991

MARCH 10, 1992

Good morning, Chairman Reid and members of the Commission, I am Guy St. Clair, president of the Special Libraries Association. SLA is an international association serving more than 13,800 members of the information profession, including special librarians and information managers, brokers, and consultants. Special libraries are collections of materials focusing on a specific subject or particular body of knowledge of importance to the parent organization. Our members can be found in organizations with specialized or focused information needs, such as corporations, law firms, news organizations, government agencies, associations, colleges, museums, and hospitals.

Many SLA members and staff participated in the White House Conference on Library and Information Services this past summer as delegates, alternates, honorary delegates, official observers, and attendees. I, myself, took part in the meeting as a delegate-at-large. Many more of my colleagues from the Association served as volunteers working in the topic groups as facilitators, moderators, and recorders, in addition to helping in the conference resource center.

The special library community was visible throughout the conference. SLA's Public Affairs Department produced a booklet welcoming the attendees to WHCLIS and providing information about the Association and its membership. Each delegate and alternate received a copy of the booklet and it was readily available to all other attendees. Copies of our spring 1991 journal, *Special Libraries* which focused on the conference, was available to attendees of the meeting as well.

SLA's Board of Directors expressed its commitment to keeping the membership fully informed on the deliberations and results of the White House Conference. Special librarians consider illiteracy a detriment to the realization of the Information Age. They promote the use of information technology to increase productivity, not only in the provision of information products and services, but throughout society. They support the principle that the free flow of information is responsible for the preservation of democracy.

Those of us in the library/information profession are keenly aware that the "Information Age" is upon us. It has brought with it boundless promise. So we were pleased as individuals and collectively as a group to be part of a conference which examined how libraries and information centers would be part of that "promise," as we reach the threshold of the 21st century.

After reviewing the list of the final conference recommendations we noted that in many cases, the association and its members are already involved in activities relating to networking, marketing, creation of special collections, copyright implications, etc.

Following the conference, association staff, in consultation with SLA members, reviewed the final WHCLIS recommendations. A list was then prepared highlighting those recommendations which were considered to be of significant interest and concern to special librarians. The list includes the actions planned by staff and/or activities already underway,

which would help in their implementation. That list is attached to this statement.

This material was shared with the membership through articles in our newsletter, *SpeciaList*, as well as informational mailings to the editors of the chapter and division bulletins, and members of our Government Relations Network. While many members were interested in or curious about WHCLIS, they also needed to be educated about it. In addition, a number of members who participated in the conference wrote and/or spoke about their experiences within their local groups.

What I would like to do in the time allotted to me here is to briefly review portions of the list of recommendations of note to our members. Needless to say, since 52% of our members are in the corporate/for-profit sector, we view the establishment of **public/private partnerships** to be a high priority.

In the area of **censorship/confidentiality**, SLA has continually supported laws to guarantee the rights of library patrons and have urged compliance with existing laws relating to confidentiality and privacy statutes. We expressed our opposition to the FBI Library Awareness Program of a few years ago and have urged our members to continue to monitor activity which smacks of abridgement of First Amendment rights. SLA's Government Relations Platform states that "government censorship in any form is opposed, and that...guarantees to First Amendment rights (should be) preserved."

As for **information resources**, we support adequate funding and resources for the Depository Library Program. SLA's Director of Government Relations as well as two members of the Association sit on the Government Printing Office's Depository Library Council which advises the Public Printer on policy issues relating to the Depository Library Program. In addition, SLA supports the "Government Printing Office Wide Information Network for Data Online Act of 1991"(WINDO) which would establish a single point of public access to a wide range of electronic federal databases within GPO.

The recommendation relating to **national fiscal policy revision** calls on the federal government to "continue to provide postal revenue forgone and special mailing rates for libraries including extra-state jurisdictions." SLA supports the postal service revenue forgone which enables libraries and information centers to send needed materials at a lower rate. We are concerned about the continuing erosion of these subsidies and oppose the current Administration's drastic reduction in funding for fiscal year 1993.

Each SLA member knows the value of **marketing** his/her library/information center not only to the end user but within the larger organization in which it operates. Members of our Advertising and Marketing Division, in particular, are keenly aware of how important it is to "spread the word" about the competencies and contributions of the profession. We have many members within our ranks who would be willing and able to work with this commission in creating model programs to market libraries.

The **national information policy** arena is one of great interest and concern to SLA. Late last year, the Association produced a book examining this vast area, titled "National

Information Policies: Strategies for the Future." In it, the authors examine such topics as global aspects of information, scientific and technical information, information law, productivity, and intellectual property and provide SLA's goals and principles relating to national and federal information policies.

Special librarians work daily in managing **special collections** and provide support and expertise to others. We would encourage more in the way of **private/public partnerships** in this area, rather than depending solely on federal assistance and support in this era of dwindling government resources.

SLA is on record in opposition to the **contracting out of federal libraries and information centers.** We continue to work with the Federal Library and Information Center Committee (FLICC) to see that federal libraries and information centers are removed from the list of those governmental activities which are targeted for contracting out.

We wholeheartedly agree with the recommendations calling for the support of **community information** and **resource sharing.** We feel it is imperative for such initiatives to be started on a grassroots level and we have encouraged our members, especially in the corporate sector, to make their larger organizations aware of these recommendations.

SLA has continued to support the creation of the **National Research and Education Network (NREN)** not only on the staff level, but through the work of our Networking Committee. Members of this committee have planned a number of well-received programs during the Association's annual conferences which have examined electronic networks in general and NREN in particular. Similar programs are being planned by this committee, as well as the Government Relations Committee and our Information Technology Division, for our annual meeting in San Francisco this coming June.

We at SLA think that part of the implementation process following the White House Conference is "spreading the word" about the meeting and the resulting recommendations. An excellent place to do this is during the annual **Library Legislative Day,** held each year during National Library Week here in Washington, DC. SLA co-sponsors the day's activities with the American Library Association (Washington Office), and the District of Columbia Library Association. Each year more than 600 librarians, information specialists, trustees, and friends of libraries come to the nation's Capitol to talk to their elected federal representatives about the value of library and information services. This year, Library Legislative Day is **Tuesday, April 7.** It would be an excellent time to remind representatives and senators about the White House Conference (or tell those individuals who didn't know).

On behalf of the Special Libraries Association, I have appreciated this opportunity to share with you some of the activities in which our staff and members have been involved as a result of WHCLIS.

I would be happy to answer any questions you might have.

Special Libraries Association

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WHITE HOUSE CONFERENCE ON LIBRARY AND INFORMATION SERVICES RECOMMENDATIONS OF NOTE TO THE SPECIAL LIBRARIES COMMUNITY

September 1991

ACCESS

Censorship/Confidentiality--ACC03-1

Urge Congress and the state legislatures to adopt laws to guarantee the rights of library patrons to privacy and confidentiality in the use of library materials and urge compliance with existing confidentiality and privacy statutes.

ACTION:

-- Continue to monitor, with member input, activity in this area on the federal, state, and local levels as a follow-up to Federal Bureau of Investigation's "Library Awareness Program."

Information Resources--ACC04-2

We urge the federal government to provide increased support for the Depository Library Program to ensure improved receipt of currently "fugitive" publications and access to information in electronic form. We urge the federal government to provide comprehensive indexing and abstracting for all public documents in order to provide equitable and easy access for all citizens.

ACTION:

-- Share with Information Technology Division/Government Information Section.
-- Continue staff and member participation on Depository Library Council to the Public Printer (GPO).
-- Monitor activity on and continue support for GPO Wide Information Network for Data Online (WINDO) bill.

Information Resources--ACC04-3

Congress should enact legislation that would create an "ERIC-like" information clearing house for scientific research, including but not limited to federally funded projects.

ACTION:

-- Work with library and information-related organizations, the information industry, and the scientific community to examine such a proposal.
-- Share with SLA Director, Research and Research Committee.

Information Resources--ACC04-7

We encourage the President and Congress to direct federal agencies to use the nationwide network of libraries as well as the depository library system to disseminate information needed to address and solve critical national problems.

ACTION:

-- Share with Information Technology Division/Government Information Section.
-- Continue to monitor legislation, including but not limited to the GPO "WINDO" bill and Paperwork Reduction Act, to ensure that government information is widely disseminated.

GOVERNANCE

Government Organizational Structure--GOV01-3

Establish a National Institute for library and information services with a scope not in conflict with federal library legislation.

ACTION:

-- Work with other library/information organizations, the information industry, and federal policy makers to examine this proposal.

National Fiscal Policy Revision--GOV02-2

Continue to provide Postal Revenue Foregone and special mailing rates for libraries including extra-state jurisdictions.

ACTION:

-- Continue to support lower mailing rates for libraries and other nonprofit organizations.

MARKETING

Library Marketing--MAR01-1

That model programs to market libraries to their publics which emphasize the library as a resource to meet educational, business, and personal needs be created. The models should promote all elements and components of the library community. Congress should also appropriate funds to create the model and to implement it on the local level.

ACTION:

-- Share with Advertising and Marketing Division.
-- Continue to support the concept of library marketing. SLA members have been active in marketing their own library/information centers within their organizational structure as well as to the client/ end-user.
-- Provide policy makers with the names of SLA members whose expertise could be utilized in planning such a marketing strategy.
-- Work with other library/information organizations to see that such models could be created without relying on federal funding. Look to more public/private partnerships in such an endeavor.

NATIONAL INFORMATION POLICY

Copyright -- NIP02

Congress shall, at an early date, review and amend copyright legislation with respect to the impact of new and emerging technologies:

A) To insure that all library and information service users have access to all forms and formats of information and library materials;

B) To provide the right to use information technology to explore and create information without infringing the legitimate rights of authorship and ownership;

C) To encourage networking and resource-sharing while providing appropriate and manageable credit and compensation for authorship or ownership;

D) To permit libraries and information services preferential fair-use equivalent to that of educational institutions.

ACTION:

-- Staff will monitor activities in conjunction with Copyright Committee.
-- Share with Publisher Relations Committee.

Government Initiatives--NIP05-1

Establish an Advisor on Information Policy to the President.

ACTION:

-- Work with other library/information organizations, the information industry, and federal policy makers in examining this proposal.

Access -- NIP08-2

That the United States shall adopt the policy that a fiber optic transmission network or other comparable transmission technologies be extended to all homes and businesses and work with other public and private entities to implement this policy.

ACTION:

-- SLA has been working with members and other library/information associations as plans for the establishment of the National Research and Education Network have progressed.
-- Share with Networking Committee.208
-- Share with Information Technology Division.

Special Collections -- NIP 14

Federal assistance and support shall be established for special information centers in nonprofit institutions and public libraries in the areas of business, science, and technology to serve the nation's business sector, particularly small business.

ACTION:

-- Share with Science-Technology Division.
-- Share with Business and Finance Division.
-- SLA members are involved in such special collections and can provide support and expertise to those establishing such collections.
-- Share with policy makers the names of SLA members who could assist in such endeavors.

Federal Library Services--NIP15-1

Congress shall designate Federal libraries, archives, and information providers as "inherently governmental" functions, not subject to mandatory contracting out. The President should instruct the Director of the Office of Management and Budget to remove Federal libraries from the list of commercial activities that are appropriate for contracting out.

ACTION:

-- Share with Military Librarians Division.
-- Continue to oppose the contracting out of federal libraries and information centers.
-- Work with with other library/information organizations, specifically, the Federal Library and Information Center Committee (FLICC) to see that federal libraries and information centers are removed from the list of governmental activities slated for contracting out.

Resource Sharing -- NET 11-1

Urge librarians, other information specialists, and professional organizations to recognize the long-term value to library users and to themselves of a national network of libraries and support use of the network and assure that all types of libraries are access points within the network.

ACTION:

-- Share with Networking Committee.
-- Urge all members to follow the development of the National Research and Education Network (NREN) and participate as needed within larger organizations (whether in the public or private sector).

Resource Sharing -- NET11-2

Libraries must place a high priority on the sharing of resources with improved interlibrary loan staffing, space, equipment, and document delivery methods to help meet the needs of the people. Barriers exist at the federal and state level that prevent resource sharing among all types of libraries -- academic, public, school, and special. These barriers must be recognized and overcome. The concept of multi-type library systems must be endorsed as an acceptable model.

ACTION:

-- Share with Networking Committee.
-- Share with Information Technology Division.
-- Make Chapters aware of this recommendation in order to utilize grassroots input and support.

NETWORKING

Community Information --NET05-1

All people must have access to community information and referral services. To that end, the federal government must encourage local library communities (including public, academic, private, school, corporate, correctional, and other special libraries) to actively collaborate with all community service providers and agencies ensuring that libraries serve as full partners in community progress and planning. These local library communities should employ networks and other means of resource sharing to achieve the widest possible dissemination of information including but not limited to jobs, careers, educational opportunities, health care, productivity, public affairs, and the economy.

ACTION:

-- Share with Networking Committee.
-- Share with SLA Chapters to make them aware of how they can get involved in the sharing of information at the grassroots level.
-- Make all members aware of this recommendation with an emphasis on those in the corporate sector.

Public/Private Cooperation -- NET10-1

Public and private partnerships at local, state, and national levels should be greatly encouraged and expanded to enable all types of libraries and information providers to work together to support national literacy efforts, productivity, and economic development. The nation's library community, at all levels, is urged to pursue public/private partnerships to help fund the initial investment in library networking.

ACTION:

-- Continue to encourage such partnerships at the grassroots level through Chapter mailings and presentations.
-- Work with other library/information related organizations, the information industry, and the government.
-- Encourage corporate members to publicize this recommendation within their larger organization.

TECHNOLOGY

Government Electronic Information -- TEC02-1

Appropriate federal agencies, in partnership with public and private organizations, will develop uniform guidelines, policies, and standards for universal access to, management of, and preservation of government information in all formats.

ACTION:

-- Share with Standards Committee.
-- Share with Information Technology Division/Government Information Section.
-- Provide policy makers with names of SLA members who can assist with such endeavors.

Networks -- TEC06-1

Congress shall enact legislation creating and funding the National Research and Education Network (NREN) that will serve as an information superhighway and allow educational institutions, including libraries, to capitalize on the advantages of technology for resource sharing and the creation and exchange of information. The network shall be available in ALL libraries and other information repositories at all levels. The governance structure for NREN shall include representation from all interested constituencies including technical, user, and information provider components, as well as government, education at all levels and libraries.

ACTION:

-- SLA has been monitoring the activities leading to the passage of the NREN legislation in the U.S. Congress and will continue this work.
-- Share with Networking Committee.

Research and Development -- TEC07-1

NCLIS shall convene a forum of the library, education and information communities, both public and private sectors, to develop a coordinated national research and development agenda for library and information technologies and a funding strategy.

ACTION:

-- Share with Director, Research and the Research Committee.
-- Share with Information Technology Division.
-- Provide NCLIS and federal policy makers with names of SLA members who can assist in this endeavor.

Testimony presented by

Lynne Siemers

on behalf of the Medical Library Association

NCLIS Open Forum on the WHCLIS Recommendations

March 10, 1992

Mr. Chairman, Commissioners, I am Lynne Siemers, Director of Library and Information Services for the Washington Hospital Center here in the District. I am pleased to appear before you today on behalf of the Medical Library Association, a professional organization which represents over 5000 individuals and institutions involved in the management and dissemination of biomedical information in support of patient care, education and research.

We appreciate the opportunity to describe briefly the activities of the association since the July White House Conference. Thirteen MLA members attended WHCLIS - as delegates, alternates, observers, and volunteers. Three of our delegate-members from New Jersy reported in the MLA News, " We learned more from this five-day conference than any other library event we 've attended!" They go on to encourage member participation..."If we can organize an effective grass roots lobbby (of health science librarians) we can promote, advocate, and lobby for the recommendations that are important to us." A newly configured White House Conference Task Force comprised of

all attendees hopes to do just that. It is charged to: review the WHCLIS conference report and identify recommendations which include MLA platform issues; keep the association informed of post-conference activities; follow NCLIS activities as strategies for implementation are developed; monitor Congressional activity relative to recommendations and implementation; develop issue papers and testimonies; and work closely with other related organizations in planning implementation strategies.

To keep the membership fully informed of our activities as charged, members of the task force are presenting a program at the MLA annual meeting here in Washington on Tuesday, May 19, titled: " WHCLIS 1991: Experiences, Observations, Process, and Results."

The entire task force will be meeting officially for the first time on May 19 as well. At that time I expect we will begin planning the specific strategies for implementing the fifteen conference recommendations which the association has endorsed as having the highest priority.

The first five of these high-priority recommendations are as follows: 1. Congress should fund NREN (Tech06-1). A key for us is the phrase, "NREN shall be available in ALL libraries and other information repositories at all levels." With the recent passage of NREN legislation, a conference priority recommendation, we too are looking forward to working

cooperatively with library organizations and other groups to ensure its successful funding and implementation. 2. Congress should provide adequate funding to organizations which have national information missions - LC, NLM, NAL (Gov05-2). Our members are of course most familiar with the services and programs of the National Library of Medicine and will continue to work to secure funds to specially support the recommendations of the 1988 outreach planning panel report. 3. Expand and fully fund HEA, MLAA, LSCA, etc. (Net05-1). These long-standing, basic pieces of library legislation are still critical to all of our collective successes - literacy, interlibrary loan, research, networking are all essential elements which cannot go untended. 4. Networks be established or expanded to ensure basic library services to all end users (Net12-1). We include here all health professionals in the end user population. 5. A national policy be developed which extends library services through outreach to underserved populations in rural and urban areas, and libraries participate in developing coalitions and partnerships with other organizations to deliver those services (Ser08-1). Just as public libraries offer services to a defined "underserved" population, so do health science libraries by reaching into rural areas where health professionals have little or no access to accurate, current health information, so vital in their daily practices.

Due to the time constraints of today's forum, I have limited my oral remarks to these five recommendations. Our written comments will include an additional ten high-priority recommendations including reauthorization and expansion of the Higher Education Act, the public's right to know, preservation, copyright, and the importance of lifelong learning.

Thank you for your time. I look forward to the Association's reporting regularly to you on our activities and progress relative to implementation of conference recommendations right up until the next WHCLIS.

Tom Sobol, New York State Commissioner of Education and Delegate to White House Conference on Library and Information Services

Joint Congressional Hearing at WHCLIS, July 11, 1991

Prepared Statement of Mr. Sobol

In New York State and across the nation we have come to understand that our well being in a shrinking world depends upon our capacity to become a learning society. Not only our school children, but people of all ages, backgrounds, and walks of life must acquire the tools and habits of learning throughout a lifetime. America's libraries have an important opportunity to help in meeting this challenge. I appreciate this opportunity, in course of the White House Conference on Library and Information Services, to talk with you about education reform, the ways in which libraries relate to it, and Federal policy and support as we prepare for the 21st century. As you might expect, I shall speak about the Federal Library Services and Construction Act and other legislation which your committees have shaped. But essentially, I will talk of vision, expectations for education and libraries, and how Federal and State cooperation move us into the 21st century.

A Vision of Education in 2000

We decided in the New York Conference on Library and Information Services that on January 1, 2000, only the calendar will change into the new century. Whether we begin a new era depends upon what we think and do.

A new age will begin, however, if people of vision act to make it happen. Let me share my vision, at least in part. My vision is of a society in which everyone participates, to which each person can contribute productively, a country in which each child can take pride in his or her part and can understand and respect the parts of others. My vision is of a system of learning in which all children have the same chance, the same high level of resources available—teachers, schools, libraries, learning technologies. My vision is of an educational system in which it is possible for a child from any background to have the same high expectations for the future as any other child—where any adult can continue to learn at any level and at any age. My vision is of a democratic society that lives up to its promises, and a body politic that lives up to its responsibility of citizenship. Finally, my vision is of a society which values and cultivates the activity of mind, and couples it with the outreach of heart—a learning society, and a caring society. How can we shape that society? And how do libraries and information services fit in that vision?

How Ideas in Books and Libraries Shape Change

Perhaps we should look back a decade to understand how the present came about—then we can go to work trying to shape the general direction of change, even if we cannot predict its exact form. For example, no prophet, to my knowledge, in 1981 predicted the profound political and economic changes which have swept the world within the past three years.

Global politics have defied the most imaginative political pundit's predictions: the realignment of political alliances; the end of Communist domination in the countries of Eastern Europe, the bloody suppression of the Chinese people's reach for individual freedoms; the end of apartheid in South Africa without revolution, although (alas) not without bloodshed. These events burst upon us as a surprise; but in a sense, we should have known. For underlying all of these changes is the capacity of ideas to seep through the cracks of suppression, of information to slip by the watchdogs of totalitarianism. So we heard students in Tiananmen Square citing our country's founders as they built "Miss Liberty," crowds in Leiphg singing "We Shall Overcome," Nelson Mandela quoting our Constitution, and Polish teachers asking for translations into their own tongue of writings on democracy. That ideas of democracy should have such power may not have been foreseen a decade ago, but Lord Acton would not have been surprised, if one judges from his work at the dawn of this century, *The History of Freedom and Other Essays*. He wrote:

> It was from America that ... ideas long locked in the breast of solitary thinkers and hidden among Latin folios burst forth like a conqueror upon the world they were destined to transform, under the title of the Rights of Man ... and the principle gained ground, that a nation can never abandon its fate to an authority it cannot control.

How do ideas, especially ideas of democracy, sneak through all the traps laid to stop them? Information flies through the air with the 20th-century technologies of radio, television, and computers. But ideas still travel best with a 15th-century technology—the printed page; and the handiest, most portable, most speakable format for that page is the book.

All the book needs, beyond a pocket to be carried in, is a person who can read, who wants to read and knows how to find the material he or she wants.

In all of the recently transformed Communist states, people risked a secure—if drab material existence for the goal of free expression of ideas—a free press, access to opposing viewpoints, ability to follow differing beliefs. Where did they get the notion that these principles were important? Largely from books, magazines, and newspapers that got across borders and were passed from hand to hand.

If we are to assure a democratic future for ourselves and our children, we cannot afford a populace easily manipulated by "sound bites," "photo-ops," and the attack of the killer political commercial. We need thoughtful absorbers of ideas, with the ability to test those ideas against competing ones and to draw wisdom from knowledge. We need readers. Real readers. Children and adults who like to use their minds. People who want to know. People who want to think. People who want to make connections between what they are reading and what they've already read, what they've already learned, what they are living. Every real reader is a potential revolutionary—just ask Vaclav Havel. No wonder totalitarian societies don't encourage free and open libraries.

And current technologies provide new potential for libraries to become electronically the repositories of all of the available knowledge anywhere, for information to fly from China to New York, from Baghdad to Washington in ways that governments cannot control or stop; and suppression of information and the dissemination of lies become more and more difficult for any dictatorship. In ways that are very direct, America's investment in libraries and electronic library networks is one of our stronger statements of belief in a free society.

America 2000 and New York's "New Compact for Learning"

What does this vision have to do with America 2000? As the President said in April, "Nothing better defines what we are and what we will become than the education of our children." We share that view and, over more than a year, under the leadership of the Board of Regents, we in New York State, have developed "A New Compact for Learning" that lays out how we propose to improve public elementary, middle, and secondary education results in the 1990's.

We believe that if our young people are to prosper in a world of continuing change, the depth and breadth of their education must vastly exceed anything this nation has thus far achieved. Our Compact embodies many of the points and strategies in the President's initiative: higher expectations and standards, making schools better and more accountable, parent involvement, lifelong learning, and community and business responsibility for helping accomplish change. But first we defined our guiding principles. We have six:

All children can learn. All children are capable of learning and contributing to society. No child should be allowed to fail.

Focus on results. Our mission is not to keep school—it is to see that children learn. The energies of all participants should be focused on achieving the desired outcomes. The essence of accountability is found in results.

Aim for mastery. Successful participation society much more than minimum competency. The curriculum, instructional methods and adult expectations must challenge students to perform at their best.

Provide the means. Every child is entitled to the resources necessary to provide a sound, basic education. The requirement is not equality of input, but equity of' outcome.

Provide authority with accountability. Each participant in the educational system should have the authority to discharge effectively his or her responsibility, and each participant should be held accountable for achieving the desired results. This principle applies to all the participants—students, parents, teachers, counselors, librarians, administrations, Board of Education members, others.

Reward success and remedy failure. The existing system tends to reward those who make no waves. The times demand a System which rewards those who take risks to produce results. Occasional failure in a large and diverse system is probably unavoidable. But failure should not be permitted to persist When it occurs, with either individuals or groups, help should be provided and the situation changed.

The essence of The New Compact is that the schools, alone, cannot accomplish the educational job we need. "It takes the whole village to raise a child," and the New Compact sets out the responsibilities of all the education players—from State and local officials and educators to libraries, higher education, community organizations, business, industry and labor. Those of libraries represent both the challenge and the opportunity of libraries in education reform.

Responsibilities of Libraries

Never before have libraries been so important to the future of our country and to our educational system. Rather than absorb masses of information that becomes outdated tomorrow, the children in our schools today must learn information and communication skills that will serve them as lifelong learners. To become such learners they must learn now to find, evaluate, analyze, and synthesize information. Libraries are the laboratories for learning these skills. They offer vast possibilities for experiential, interactive learning. Our best libraries are using telecommunications and other technology so that their resources are available wherever they are needed—in classrooms, homes, and offices.

Students who use libraries, museums and other cultural resources find more than information. They gain a sense of their past, customs, cultural and moral values, and the richness and diversity of the human experience. They learn to fix themselves in the stream of time, to understand and cope with change, and to live and learn in an increasingly complex world.

Libraries enable teachers to respond effectively to the different learning styles of students. Because library collections embrace so many fields of inquiry and knowledge, they provide unique opportunities for hands-on learning and discovery. They help children develop the information and analytical skills to comprehend and interpret primary sources, to draw conclusions from evidence, and to gain insights from the past.

Helping Achieve Better Schools

Libraries provide those opportunities and resources in the course of their everyday business. Beyond those important services, we believe that librarians in school, public, academic and other libraries can help the schools and communities to raise and educate our children better. The President has called for "America 2000 Communities" in which the total community participates in the planning and action required to provide the schools we need. Librarians in all types of libraries (and public library trustees) can help by:

(1) helping us specify the skills, knowledge and understanding which students need to acquire;
(2) helping train a corps of teachers to identify and use the resources of community institutions in their teaching;
(3) supplying experience as well as materials and information for in-service training in which teachers learn to use primary source materials, instructional television and the whole range of library resources;
(4) helping develop the National Research and Education Network.

(NREN) that teachers and students need in today's world of learning. Public and academic libraries can cooperate with the schools to explore possibilities for work-study, internships, or other experiences for students and teachers. They can provide learning sites and after-school and weekend programs that prepare children to learn independently and use information effectively. Above all, schools should help children become public library users. Public libraries are the only educational institutions charged to serve all ages and conditions of persons with whatever information or knowledge they want or need. As Vartan Gregorian once said, "No one graduates from a library." Yet, without knowing how to use a library in this information-dependent world, no one should graduate from school at all.

Beyond Basic Education: Libraries and Greater Problems

Libraries can play an important rule, too, in addressing expects of the complex problems of poverty, neglect, racism city educational inequity that confront our society. Today, our best libraries have family reading programs that engage parents and young children in reading together wherever families can be reached—homeless shelter, welfare hotel, rural welfare office. Their materials reflect the diversity of the community and the multicultural nature of our society. Their outreach to day-care centers and private neighborhood babysitters assures that being "read to" is an important part of each child's day. The deeply entrenched and complex problems of poverty, racism, and educational inequity cannot be solved solely through the libraries, but I do think that libraries can play an important role in addressing aspects of these Dickensian challenges to our future. The programs that are now in the best libraries must be supported and made available everywhere there is a need.

Reading is still the best way to stimulate and to satisfy hunger for knowledge. But this appetite is one that will develop best when the essentials of life are in place; for a child, that means love, stable and attentive care, good nutrition, personal safety, well-founded hope for the future. Libraries have a role in helping people, community organizations, and government to see that these essentials of life are available. Some examples:

—Public libraries help parents introduce children to their first picture books. The children's librarian, the "toddler program," and the children's story hour help parents become effective "first teachers" of their children.
—Materials and programs that reflect the diversity of the community enable both parents and children to meet other people and learn how their cultures and backgrounds are both different and similar.
—After-school homework corners in the public library, with volunteer older students or adults to give attention and support to children, are valuable both to the latchkey child and to the "only child" who needs to work with others.
—Partnerships with local elementary schools assure that each child has a library card and has opportunities to use it.
—Public library "computer pages"—enthusiastic, outgoing high school students—help both children and adults in their first experiences with using a microcomputer.

What is Under Way and What is Needed

All of these things, and many more, some of our libraries are doing. Librarians have developed partnerships that benefit both children and adults: partnerships with day-care centers, for example, or with volunteer adult literacy programs such as Laubach Volunteers and Literacy Volunteers of America. Libraries have close working relationships with formal literacy programs in prisons schools, work places, and community colleges.

The White House Conference shows that librarians continue to strive for an understanding of the needs—not only of library users—but of those who would be users if they felt welcome, if they felt the service filled their basic needs, and if they found programs and materials relevant to their lives, ambitions, and culture. We need to be sure that librarians' education helps them develop the skills to work with people from a variety of backgrounds and languages, with a variety of needs, including illiteracy and learning disabilities. Teacher education must also include development of more sophisticated abilities to use the myriad resources of the school library media center, the school library system, the public library, records repositories, and other learning tools. The goal, for every one of us who works with youngsters, should be to help them learn how to learn independently through life, not merely to absorb what the teacher and the textbook offer.

To achieve the aims of America 2000 will entail greater support—even in difficult times like these, and perhaps especially in such times—for the outreach programs of libraries, for literacy programs, for youth services, for school libraries and school library systems. We need a national resolve to see that libraries become partners with schools and other community agencies in providing services to every child from the earliest age. To carry out that resolve, both schools and libraries must take initiatives they have not taken before.

At a time when an individual's dependence on information to be productive has never been greater, when librarians need to develop technical skills, subject-matter knowledge, and human-services abilities as never before—graduate schools of library and information sciences are closing and a real shortage of librarians appears certain. Yet our research base depends on the quality of our great research libraries; these libraries are important to lifelong learning, to the vitality of communities and of commerce, and to the educational growth of our children. We must take action before we let erode one of the most truly democratic institutions of this democracy.

A Federal Responsibility

Your committees have shaped Federal programs that are helping libraries meet urgent needs children and adults have today. These programs are helping libraries prepare people and communities for the 21st century. Let me suggest the following ways in which you can strengthen these established, effective programs:

The Library Services and Construction Act (LSCA). LSCA should be strengthened by declaring family literacy a priority and recognizing the unique roles of libraries in addressing the nation's problems with illiteracy. The NCES report on *The State of Mathematics Achievement* documents the correlation between the educational level of parents and the educational achievement of their children. For instance,

NCES shows that the average mathematics proficiency for an 8th-grade student with at least one parent who is a college graduate is approximately 32 points higher than that of students who reported that neither parent graduated from high school. We are convinced that in this respect, "mathematical literacy" and "literacy" are similar. Parents are also convinced. Parents who are not good readers often enroll in a reading or literacy program because they want to read to their children.

Librarians are also convinced that adult literacy requires community attention. Four out of five public libraries responding to a Public Library Association survey reported strong commitments and actions to increase adult literacy. All public libraries would do so, with Federal and State assistance. All should do so, because they are uniquely situated in communities and neighborhoods across the nation. As independent, informal educational institutions, open to all, in communities and neighborhoods of all sizes, they can work with schools, community colleges, volunteer organizations and agencies. Some libraries are in a position to be lead agencies in addressing the scandal of illiteracy; all must be involved in the effort.

LSCA Titles VI (Library Literacy) and VIII (Library Learning Center Programs) should be made State-based, rather than discretionary, so that all LSCA literacy and family learning programs within a state can be effectively coordinated with state and local literacy efforts, regardless of sponsorship.

Your support of an expanded LSCA Title III program (Interlibrary Cooperation and Resource Sharing) in the 1990-94 reauthorization lays the groundwork for the information resource sharing needed to accomplish our vision of education in the 21st century. Much of today's learning technology began with library initiatives—Title III, which brings together all library and information center resources, provides the centerpiece for cooperation in sharing learning resources and is assisting each state in developing a statewide network or resource sharing program. Public and school libraries must be full participants in the National Research and Information Network (NREN). Because NREN and the Higher Education Act technology programs are directly related to the statewide networks, Congress should expect the NREN and HEA programs to be coordinated with LSCA Title III in each state.

Because no child, teacher, or school stands alone in this complex society, and because they all need access to diverse learning resources reflective of our multicultural and interdisciplinary society, it is more important than ever to ensure that school library media centers are full partners in library networking. Our school library systems in New York State have shown how much students and teachers benefit when school libraries move toward becoming "electronic doorway libraries." Most of our schools are members of school library systems which reported nearly half a million interlibrary loans in 1989-90. Yet, few of the 92,500 school library media centers in the nation belong to such systems. It is shocking that we have schools without the learning resources teachers and children need, and that these libraries are not connected to the networks that provide information teachers and children need. LSCA should include a new title for school library development and network participation.

With all we are doing to improve our libraries, the information in them is not as accessible as it must be in today's society. The West Virginia delegation at this conference has provided each of us with the "All American Library card," and we in New York State are committed to helping all libraries become "electronic doorways" to information. Our State conference endorsed an electronic library card. LSCA is helping us build the infrastructure to help people get information. You and I probably are carrying credit cards today that enable us to use telecommunications services, buy books, or place a order for a magazine subscription on the spot. How about a card that will enable the inner city student or the rural youngster access to any information in any library?

Higher Education Act. The HEA reauthorization should help academic libraries in every state expand resource sharing through an Academic Library Technology and Cooperation program to help needy institutions link to statewide and broader resource sharing networks and the NREN.

It is good that the House Appropriations Committee has proposed $5 million for Title II-B (Library Training), recognizing the shortage of librarians in the late 1990's. There is a particularly acute, and growing, shortage of librarians to work with children and youth, catalogers to work with computer-based catalogs, and those with ability in several languages, and librarians with the background to work with minority communities. Our library staffs should reflect the diversity of cultures that constitute our nation. Library staffing problems are complicated by the mismatch between expensive graduate education and relatively low salaries for librarians. The Higher Education Act should include a bold new "National Library Corps" so that no one is prevented from obtaining a library education because of a lack of financial means. The Corps would advance preparation of a new generation of library and information professionals through preprofessional recruitment, low-cost loans and work study, loan cancellations in exchange for work where most needed, and advances in graduate library education, including distance learning.

People take risks because they do not know how to protect themselves against drugs or AIDS. People cannot obtain government services that would help them help themselves because they don't know where or how to apply. Because libraries are the community information center everywhere—in city neighborhoods and in our smallest communities—they can and do play an important part in the dissemination of information people need to do their part in addressing vital national issues.

The public library is an information source we must exploit. Congress should direct Federal agencies to use the nationwide network of public libraries and the depository library system to disseminate information people need. And Congress can establish a clear role for public libraries in educating the public about such problems as drug abuse, youth-at-risk, and consumer health, by allocating to libraries the resources they need to carry out this role. Perhaps we need an information slogan: "A dollar for program and 10 cents for information."

Each of these programs needs support. Federal dollars will always be the smallest portion of library support, because the states, communities and institutions will carry most of the burden. And relatively small increases in Federal aid will generate increases in that support. We must be honest about Federal support of education and libraries. At the time "A Nation at Risk" was published in 1983, the Federal contribution to elementary and secondary education was nine percent. Today, it is six percent. I hope that the 102nd Congress will hear the recommendations of the White House Conference, and enact the expansions and improvements needed in this sound program by strengthening the outreach, literacy, youth services, and resource sharing programs and provide the increased LSCA appropriations to carry out the job. This would demonstrate the national resolve that libraries become partners with schools in providing services to every child from the earliest age and that libraries carry through in serving all adults as lifelong learners. I believe many libraries and schools are ready to take initiatives they have not taken before. You can help them by supporting educational reform and library services that meet the goals of educational excellence we all share.

The electronic and telecommunications revolution is bringing all types of libraries together, and today the future of our great research libraries is of immediate concern to people in our smallest communities. The HEA "Strengthening Research Libraries" program can make materials essential for education reform in a multicultural society available to schools throughout the nation.

Libraries as Educators on Public Problems. Every social problem today is complicated by a lack of information. Poor people lose their homes because they lack the information they need to deal with unscrupulous landlords or employers.

PUBLIC LIBRARY ASSOCIATION

Good morning/afternoon.

I am Nettie B. Taylor, representing the Public Library Association, a division of the American Library Association.

PLA began preparing for the White House Conference in 1986 by creating a White House Conference Planning Committee. In the fall of 1989, together with two other ALA divisions, the Association of Specialized and Cooperative Library Agencies and the Library Administration and Management Association, and with support from OCLC, we commissioned the development of an overview of past federal support for public libraries. The Federal Roles in Support of Public Library Services by R. Kathleen Molz was the result of this project. It provided valuable background information for delegates to the many state preconferences and to White House Conference delegates.

In its 1990 survey of public libraries, PLA's Public Library Data Service included questions to document member libraries' service offerings in the Conference theme areas of Literacy, Productivity, and Democracy. Library specific information was made available with the publication of the annual report, Public Library Data Service Statistical Report '90.

A division of the American Library Association
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In partnership with ASCLA and LAMA we held a three day conference in Chicago which produced the widely endorsed document, "One Nation, 250 Million Individuals; Public Library Services for A Diverse People." We are pleased that most of the recommendations of this document were reflected in the final White House Conference Recommendations.

For example, the position paper strongly recommended and the White House Conference recommendations support--

* reauthorizing and expanding the Library Services and Construction Act;

*continuing and expanding federal programs of direct and indirect benefit to public library users such as the National Library of Medicine and the National Library Services for the Blind and Physically Handicapped;

*enacting public policy encouraging federal agencies to use the nationwide network of libraries to disseminate information people need to solve problems; and

*authorizing the position of Assistant Secretary of Education for Library and Information Services.

Both PLA President June Garcia and Executive Director Joey Rodger attended the conference as Official Observers.

Following the Conference, PLA joined ALA's Council in adopting as top legislative priorities support for the Omnibus Children and Youth initiative, support for NREN and the importance of access for all libraries, and support for sufficient funding for libraries to aid U.S. productivity.

PLA's sections and committees are exploring ways to contribute their expertise and enthusiasm to specific recommendations.

* The Marketing Public Library Services Section is well placed to contribute to the development of model library marketing programs. (Recommendation CRC MAR01-1- Library Marketing)

*The Services to Children Committee will help provide support for the Omnibus Children and Youth initiative.

*The Multilingual Materials and Library Service Committee is a resource for librarians in the development of collections, programs, and services for our increasingly multi-cultural and diverse society. (Recommendation CRC SER07-1-Diverse Populations)

*Members of the Special Committee on Small and Rural Libraries, as well as the Small and Medium-Sized Libraries Section are acutely aware of the particular needs of rural residents for equal access to information. Both these groups support a variety of strategies to address needs of isolated people, including participation in regional and national networks. (Recommendation CRC NET12-Rural Services)

* The Adult Lifelong Learning Section has long provided training and information to librarians involved in literacy programs. Both its Basic Education and Literacy committee and its Parent Education Services Committee provide programs and materials for the profession. This section also gives an Advancement of Literacy Award and publishes a "Best Books for Adult New Readers" list. (Recommendation CRC SER03)

*At the urging of the Technology in Public Libraries Committee, PLA joined the Coalition for Networked Information and appointed two delegates who carry a particular concern for ensuring public access to NREN. (CRC TEC06-1-Networks)

*PLA President June Garcia created a special committee, Public Library Advocates, to provide a forum for the discussion of the role of the general public in the support and improvement of public library service. This group is to recommend ways PLA can provide assistance to local groups which wish to support public

libraries. We hope many of the citizen delegates to the White House Conference will be encouraged to continue their interest in and support for public libraries by the strategies this committee will recommend.

*Finally, the Legislation Committee is reviewing all White House Conference recommendations to help position PLA to take an active and appropriate role in helping them become reality, so that the millions of diverse people in the United States may be literate, informed, and productive members of our national community.

The implementation of the White House Conference recommendations is a huge opportunity. We look forward to working with you all to help make the recommendations realities.

Thank you.

AARP

Bringing lifetimes of experience and leadership to serve all generations.

March 19, 1992

J. Michael Farrell, Chairman
United States National Commission
on Libraries and Information Science
1111 18th Street, N.W., Suite 310
Washington, DC 20036

Dear Chairman Farrell:

I am sorry I was unable to attend the recent open forum on the recommendations of the 1991 White House Conference on Library and Information Services. However, I am pleased to submit the enclosed statement in support of the White House Conference Report and Recommendations.

Please call me at (202) 434-6076 if you have any questions or need clarification.

Thank you for your invitation to comment.

Sincerely,

Catherine Ventura-Merkel
Senior Program Specialist

Attachment

cc: Virginia Matthews

Statement on the 1991 White House Conference on
Library and Information Services
to the National Commission on Libraries
and Information Science

The American Association of Retired Persons is pleased to support the recommendations resulting from the White House Conference on Library and Information Services. We are particularly pleased with your recommendations related to promoting intergenerational programming, literacy education and lifelong learning through libraries.

AARP was founded as an educational organization more than thirty years ago. We believe that education is important for persons of all ages and work with educational networks to see that older learners and their needs are not overlooked.

AARP has been working to increase public awareness about the importance of excellence in education for all generations, Robert Maxwell, the current AARP President, chose education to be the theme of his tenure. In promoting education AARP has issued a call to action to its 33 million members, 4000 local AARP chapters and 3000 Retired Teachers Association units to get involved in promoting continuing education for older persons, addressing the problems of illiteracy and getting involved with education for future generations.

Libraries play a key role in every community. But like educational institutions, many libraries are facing significant budget reductions and are in jeopardy. Yet, by joining forces at the local level, resources can be stretched and common goals can be met.

Many AARP members are involved with their local libraries, as literacy volunteers, in reading to younger children and in supporting the services provided by the libraries. Many libraries also serve as local sites for AARP programs. We hope that in the future we will find many more opportunities to work with libraries, as they are the hub of information and services in many communities worldwide.

AARP has adopted a stronger intergenerational focus to much of our work and supports the Omnibus Children and Youth Literacy Initiative . We know that old and young have a common stake in the future of our society, and bringing them together through planned intergenerational programs and experiences just makes so much sense. Partnerships between the young and old and the agencies which serve them can provide needed services, extend resources and serve populations often labelled as at-risk.

AARP is open and willing to continue the dialogue started through the 1991 White House Conference on Library and Information Services. We hope these recommendations will be considered as the White House Conference on Aging is planned, with the theme "Bonding the Generations".

We appreciate the opportunity to help move our common agendas forward.

National Association
of State Universities
and Land-Grant Colleges

March 20, 1992

Charles E. Reid, Chairman
National Commission on Libraries
and Information Science
1111 18th Street, NW, Suite 310
Washington, D.C. 20036

Dear Mr. Reid:

Your offer to participate in the March 10th forum to review the WHCLIS recommendation was appreciated.

As the Chair of the Library Committee of the NASULGC Council on Academic Affairs, I encourage strong support for implementation of the NREN, which will greatly facilitate communication among researchers and libraries regardless of the field of study or the clientele served.

As part of the effort to enhance access to information, the copyright statutes need to be reviewed and amended to cover the new technologies. We are pleased to see that WHCLIS recommended this step.

I trust your meeting was a success.

Sincerely,

Peter E Wagner gw

Peter E. Wagner
Provost and Vice President for
Academic Affairs, Binghamton University
and Chair, Library Committee of the
NASULGC Council on Academic Affairs

PEW:jhw

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AMERICAN LIBRARY ASSOCIAION
ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES

ACRL FOCUSES ON WHITE HOUSE CONFERENCE RECOMMENDATIONS and FEDERAL LEGISLATION

Statement by
Patricia A. Wand
University Librarian
The American University

March 10, 1992

I speak on behalf of the Association of College and Research Libraries (ACRL), the largest division of the American Library Assocation with over 10,000 members.

Today I wish to emphasize two aspects of the information agenda for the 1990's that are extremely important to the mission of ACRL. The first relates to implementing White House Conference recommendations and the second involves strenthening federal legislation.

ACRL is concerned about academic libraries and their function as a source of national strength. In the United States, academic library collections range in size from a few thousand volumes to nearly 12 million and are as diverse as the 3300 institutions they serve. They provide information to over 12 million students and 700,000 faculty across this nation. Directly and indirectly through public, school, and special libraries, academic libraries provide information to the general public including businesses, industry and government.

White House Conference recommendations

To assure that the issues of academic libraries were addressed by the White House Conference on Library and Information Service, the ACRL appointed a White House Conference Task Force in 1989. I have had the privilege of chairing that 8-member Task Force for these last three years. The work of that Task force is not quite finished but we are nearing completion of the recommendations we will be making to the ACRL Board of Directors.

During the recent Midwinter Meetings of the American Library Association, members of the ACRL WHCLIS Task Force reviewed the 97 recommendations that emerged from the White House Conference. We conclude that most recommendations apply to all types of libraries, including academic libraries.

ACRL Task Force will recommend that the ACRL Board acknowledge the importance of implementing all of the recommendations of the White House Conference on Library and Information Services.

Many of the recommendations relate directly to the charges and missions of various divisions, units, and committees of the American Library Association and may be appropriately adopted by them.

White House Conference recommendations needing attention from academic libraries:

ACRL Task Force members recognize nine recommendations that are uniquely germane to the Association of College and Research Libraries. These recommendations, to be implemented adaquately, must receive the attention of academic librarians.

ACRL Task Force will recommend that the ACRL Board adopt the following nine WHCLIS recommendations. By adopting the recommendations, the Board will agree to request appropriate ACRL unit(s) to assume responsibility for working toward implementing the recommendations during the next three years.

The recommendations that the Task Force suggests be adopted by ACRL are:

__II.B. Updating copyright provisions
Amend copyright statutes for new technologies* NIP02-1

That, at an early date, the Congress review and amend copyright legislation to accommodate the impact of new and emerging technologies to:
•Ensure that all library and information service users have access to all forms and formats of information and library materials.
•Provide the right to use information technology to explore and create information without infringing on the legitimate rights of authorship and ownership.
•Encourage networking and resource-sharing, while providing appropriate and manageable credit and compensation for authorship or ownership.
•Permit libraries and information services preferential fair-use status equivalent to that of educational institutions.

__II.D. Developing government initiatives
Retitle and restructure the Dept. of Education NIP05-2

•That the President propose to the Congress changing the title of Department of Education to the Department of Education, Libraries and Information Services and restructure the Department accordingly by establishing an Assistant Secretary of Libraries and Information Services.

__II.H. Bridging population diversity
Encourage multicultural/lingual programs and staffs* NIP11-1

That the President and the Congress enact legislation to authorize and fund a program which:
•Provides financial and technical assistance for library and information services for multicultural, multilingual populations.
•Creates a national database of multicultural, multilingual materials for use by libraries and information services, including research and demonstration projects for model library programs, serving our multicultural and multilingual populations.
•Reauthorizes the Higher Education Act and expands provisions to encourage the recruitment of people of multicultural, multilingual heritage, including those with disabilities, to the library and information services professions, and to support the training and retraining of library and information service professionals to serve the needs of multicultural, multilingual populations.

__II.J. Supporting the business sector
Establish special business-focused information ctrs NIP14-1

That federal assistance and support be established for special information centers in nonprofit institutions and public libraries in the areas of business, science, and technology to serve the Nation's business sector, particularly small businesses.

__III.C. Enhancing database access
Support end-user access through networks NET08-1

That the President and the Congress fund and support access to all types of materials and information resources (bibliographic/non-bibliographic, commercial, and non-commercial). Such access should be provided through the development of coordinated networks (electronic, human,

organizational). Access for the end user should be addressed when establishing all networks and standards.

__III. Information Networks through Technology
E. Combining and sharing resources
Share resources and overcome existing barriers NET11-2

That libraries place a high priority on the sharing of resources with improved staffing, space, equipment, and document-delivery methods for interlibrary loan to help meet the information needs of the people. Further, that the barriers which exist at the federal and state level that prevent resource sharing among all types of libraries - academic, public, school, and special - must be recognized and overcome. The concept of multi-type library systems must be endorsed as one acceptable model.

__VI. Training to Reach End Users
D. Enhancing higher learning institutions
Train students in library and information services TRA04-

That universities and other educational institutions of higher learning have a responsibility to train their students in the use of libraries and other information services.

__VI.E. Improving end-user training
Provide grants for innovative model training projectsTRA06-1

That grants be provided for innovative model training projects, dissemination of project evaluations, and replication of validated projects, including establishing a directory of validated projects available to libraries, especially small and rural libraries.

__VII.C. Building recruitment
Increase support to attract multicultural professionalsPER4-1

That funding agencies in the public and private sectors increase their support of fellowships and scholarships for minority library students and library and information professionals and, along with library schools, assume responsibility for the recruitment of culturally-diverse populations into the library and information service professions. Therefore, recommend that libraries and library services of historically black colleges and universities be adequately funded and strengthened to prepare for *Workforce 2000* and that special funds be designated for the library and

information programs at Atlanta University and North Carolina Central University, which are accredited by the American Library Association.

Federal legislation is key to library development

Because of their commitment to disseminating information, all types of libraries for decades have supported one another in meeting the information need of every individual who poses a query. Academic libraries are part of this giant, invisible network of "linked libraries" that already exists across the country and the world.

But we need more. We now need an infrastructure that can be seen. We need the National Education and Research Network. By working toward implenting the National Education and Research Network, called NREN, we will assure that all types of libraries are linked with researchers, universities, businesses and schools. We will also build the structure to position libraries as key players in this democracy during the 21st century.

We seek federal reauthorization of key legislation that assists in alleviating the financial burden for libraries. We must reauthorize and adequately fund the Higher Education Act.

For libraries, the Higher Education Act provides funding to:

*support library training, research, preservation activity, and resource sharing;

*strengthen and provide access to unique library collections;

*support innovative uses of technology in electronic networking and resource sharing;

*assist needy institutions to purchase information technology;

*support work/study programs and continue eligibility of academic libraries as student workplace sites;

*acquire more foreign materials and support international education; and,

*assist in constructing and updating library facilities to accommodate the technology of the next decade.

We must strengthen and reauthorize the Library Services and Construction Act in 1994. We must continue to support our national libraries: the Library of Congress, the National Library of Medicine, and the National Agriculture Library, because they serve

as our "libraries of last resort." And the National Endowment for the Humanities helps us preserve the records of our national culture for future students and scholars.

Other legislation that is essential to libraries includes that which subsidizes postal and telecommunication rates. The Freedom of Information Act and copyright regulations are laws that protect the rights of both users and creators of information.

The federal depository program and the Government Printing Office are essential federal government programs that ensure access by all citizens to government-sponsored research.

We must not forget, either, the importance of information generation and communication internationally. The federal government must support the development of regulations that foster international data flow to ensure access to foreign cultural, scientific, technical, and trade information.

We live in the Information Age. Information costs money. Libraries have historically been under funded for the services they attempt to provide. Now funding constrains us even more.

Information is available in all formats: books, periodicals, videos, compact discs, software, recordings, maps, images, microforms, to name only a few examples. The challenge to libraries is to acquire and then to maintain information in <u>all</u> formats.

Meeting the needs of the Information Age is a daunting endeavor.

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An Organization Representing Urban Libraries throughout the United States

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March 26, 1992

Peter R. Young, Executive Director
U.S. National Commission on Libraries
and Information Science
1111 18th Street, N.W. Suite 310
Washington, D.C. 20036

RE: March 10 Open Forum

Dear Peter:

Inasmuch as we were unable to be represented at the Open Forum on recommendations of the 1991 White House Conference, we have accepted your invitation to submit a written statement for the official record of the forum.

While we are generally supportive of all WHC recommendations, our Executive Board identified five recommendations which seem particularly timely and responsive to the pressing needs and concerns of our urban public libraries. They are cited in the enclosed statement and we trust that our views will receive the attention of the Commission.

Sincerely,

Keith Doms

Keith Doms
Executive Director

Enclosure

cc: Dr. Wilburn

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The Urban Libraries Council
Dr. Robert C. Wilburn, President

* * * *

Response to Recommendations
from the
1991 White House Conference
on Library and Information Services
NCLIS Open Forum
March 10, 1992

The urban public library is a unique institution. Its fate is inextricably bound to that of its urban home. The challenges faced by every library are magnified many fold for the urban public library where there is a marked concentration of those needing special services. At the same time, these libraries are expected to maintain major collections to supplement those of suburban and rural libraries.

While we find a concentration of library demands in cities, we do not find a similar concentration of resources. Urban public libraries serve many who neither live nor pay taxes in the central cities. This is further complicated in some areas by dwindling city populations and in other areas by rapidly growing populations needing special help.

The challenges faced by these libraries are best addressed by the following recommendations:

Omnibus Children and Youth Literacy Iniative (SER02-1)

This resolution, the 1st priority of WHC delegates, recognizes the important role of public and school libraries in education. It recommends funding a number of programs needed by children and young adults living in urban areas.

Federal programs for financial/technical assistance for library/information services to multicultural/multilingual populations. (SER02-1)

This resolution recommends funding projects such as a national database of materials and programs and expansion of the Higher Education Act (HEA) to include recruitment of multicultural/multilingual persons to the library and information services profession.

Brooklyn Borough President Howard Golden recently wrote, "The public library is one of our most precious possessions, the free public library and the free public school turned millions of immigrants into Americans within a single generation." This resolution provides the supports necessary to help today's wave of immigrants.

Enact national information policies that declare libraries educational agencies essential to free, democratic societies, assure the freedom to read and protect privacy (NIP07-1).

Such policies assure intellectual freedom for all, a strong democracy, and a thriving economy.

Designate libraries as educational agencies and include library community in America 2000 implementation (NIP12-1).

This resolution recognizes the important educational role of libraries and mandates a role for libraries in achieving quality education for all. It stems from the directives of Congressmember Major Owens, a former librarian in an urban public library, and a speaker at the White House Conference. He said, "All discussions of the future of education in America are deficient, defective and distorted if they do not include a significant role for libraries."

Fund library programs for service to multicultural / multilingual (including deaf sign language) populations and expand HEA II-B to support training or retraining of people to serve these populations. (ACC07-1).

This recommendation assures people with language barriers that they will be able to use the needed services of the public library for activities such as citizenship studies, English as a Second Language programs, and education and job information.

Thank you for the opportunity to respond to the recommendations of the 1991 White House Conference on Library and Information Services.

26 March 1992

The Urban Libraries Council
Keith Doms, Executive Director
500 E. Marylyn Ave. D-50
State College, PA 16801

NCLIS OPEN FORUM
Barratt Wilkins
March 10, 1992

Thank you for this opportunity to provide information to the National Commission on Library and Information Science on implementing White House Conference recommendations. My name is Barratt Wilkins and I am director of the Florida Division of Library and Information Services and president of the Chief Officers of State Library Agencies or COSLA. COSLA is an independent organization of the chief officers of state and territorial agencies designated as the state library administrative agencies and responsible for statewide library development.

In October 1991, COSLA determined that there were five issues which emerged from the White House Conference that it would address beyond COSLA's continuing efforts in supporting current federal legislation and federal appropriations for library service; the use of new technologies in library and information service; improved library statistical programs; continuing library education programs; development of effective library networks; and in encouraging closer working relationships with federal agencies and national organizations.

The five areas being addressed by COSLA are the following:

- the Omnibus Children and Youth Literacy Initiative;
- the National Research and Education Network;
- Library Education and Human Resource Development;
- Libraries and Economic Development; and
- Libraries and Literacy.

With regards to the Omnibus Children and Youth Literacy Initiative, COSLA recommends that the National Commission immediately convene a working task force composed of representatives of ALA, COSLA, and other organizations to develop the details of the proposed initiative, including the administrative structure, funding levels, and a five-year plan to get it enacted and achieve needed results. This effort should be done as soon as possible in order to take advantage of current Congressional interest in libraries and White House Conference recommendations. COSLA supports the initiative provided it is state-based, federally-funded at practical and realistic levels, and administered by the U.S. Department of Education.

With regards to the National Research and Education Network, COSLA worked to get the legislation passed and to lobby for access to the network by non-research libraries, particularly public libraries. COSLA has joined the Coalition for Networked Information to push this access issue. COSLA will also be having a joint meeting with the Libraryof Congress Network Advisory Committee to discuss the role of state library agencies in the national information network.

One of the critical areas facing libraries is the improvement and expansion of library education and human resource development. At its April meeting, COSLA will be reviewing the following issues:

- Curriculum response to the practical and theoretical needs of the profession including multicultural approaches and library school responsibilities in continuing education.

- Distance learning and the need to focus not only on the potential for distance learning but on what people need to learn and encouraging library schools to remove barriers to distance learning.

and

- The role of federal funding in library education and the necessity of new funding for support of library education. Funding initiatives might be sought which would provide library education for those who would work in geographically-isolated areas, for multicultural recruitment to the profession; and, for cooperative projects between state libraries and library schools.

COSLA members strongly support library school accreditation--but linked with just as strong a need for those schools to become more responsive both in the areas of curriculum and alternative delivery methods.

With regards to the role of libraries in economic development. COSLA will be reviewing the role in seeking alliances with other organizations which can benefit from library information services in economic development, in proposing library and information service components in legislation of allied interests, and in developing a comprehensive information packet on the importance and availability of library and information services in economic development.

In the area of libraries and literacy, COSLA strongly supports the position that libraries are invaluable partners for literacy efforts as both information referral agencies and as the place most people think about when they think of reading and books. At the April meeting, COSLA will be reviewing specific White House Conference recommendations on the development of national training models for aiding libraries in establishing literacy coalitions and the creation of family literacy demonstration projects. COSLA is more interested in focusing on literacy in its traditional sense rather than information literacy, although we recognize the value of information literacy. But, we have to start somewhere. COSLA is also focusing and collaborating on workforce literacy efforts.

Thank you for this opportunity to appear.

Appendix

Information 2000

Library and Information Services for the 21st Century

About This Document

Information 2000: Library and Information Services for the 21st Century is the Summary Report of the 1991 White House Conference on Library and Information Services (WHCLIS).

The Conference, which was held July 9-13, 1991 in Washington, D.C., was conducted under the direction of the National Commission on Libraries and Information Science (NCLIS). The Commission is a permanent federal agency charged with advising the President and the Congress on policy matters relating to library and information services.

Drafts of this Summary Report were reviewed by members of the White House Conference Advisory Committee, members of the National Commission on Libraries and Information Science, and the WHCLIS Conference Recommendations Committee.

Charles E. Reid - Conference Chairman, NCLIS Chairman

Richard G. Akeroyd, Jr. - Conference Co-Chairman

Joseph J. Fitzsimmons - Conference Vice-Chairman

Jean M. Curtis - Executive Director

Rhea K. Farberman - Director of Public Affairs

Gregory M. Gagné - Senior Public Affairs/Editorial Consultant and Writer

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Conference Recommendations

Delegates voted and accepted 95 recommendations and petitions, which are arranged for ease of reference in numerical order by general topic area and Committee group. Priority Recommendations, as determined by Conference vote before the final session, are noted.

I. Availability and Access to Information

Of the 95 recommendations and petitions adopted by the Conference , 22 concern the availability and access to information by all segments of the population. The common thread of recommendations in this section is the strong belief of Conference delegates that all public information must be freely and easily accessible to all Americans. The recommendations address collection development, physical and language barriers, fees, and confidentiality aspects which pose potential obstacles to the free and ready flow of information. Delegates recommend:

A. STRENGTHENING COLLECTION DEVELOPMENT

Keep Pace with Rapid Growth of Information

That a major national program with significant federal funding is needed to strengthen library collection capabilities so essential to all aspects of library services. The collections of our Nation's libraries are unable to keep pace with the rapid growth of knowledge and information. (ACC01-1)

Increase Appropriations Under Existing Law

That the President and Congress support increased appropriations for all types of library and information services under existing federal law. (ACC01-2)

Dedicate Funding to Strengthen School Library Centers

That the Congress provide dedicated collection development funds to school library media centers in order to strengthen out-dated, deteriorating, and inadequate collections, encouraging those media centers to share resources and coordinate with other libraries to purchase needed materials. (ACC01-3)

Provide Funds to Meet Increasing Needs of the Public

That the federal government provide funds to encourage development for the increasingly complex and diverse information needs of the American public. (ACC01-4)

Ensure Access Policies to Accommodate Diverse User Needs

That libraries must have collections development policies which provide universal access to all forms of information and materials by meeting the diverse needs of users, including, but not limited to, language and cultural background differences. (ACC01-5)

B. ELIMINATING PHYSICAL BARRIERS

Establish National Library Service for Disabled Americans

That the President and the Congress establish a National Library Service for Persons with Disabilities to emphasize the use of alternative media and the elimination of barriers to serve a significant portion of the U.S. population. All barriers to library and information services should be eliminated to achieve full and complete access, as set forth in the Americans with Disabilities Act of 1990. Federal funds should be made available to assure compliance and to provide incentives for making existing library facilities accessible to persons with disabilities. (ACC02-1)

Encourage New Libraries and Abolition of Access Barriers

That establishing new libraries be encouraged, where needed, and support provided for the abolition of barriers to library and information services whether educational, cultural, attitudinal, physical, architectural, legal, fiscal, technological, geographical, environmental, or in language and format. (ACC02-3)

C. ASSURING PRIVACY AND CONFIDENTIALITY

Adopt Laws Guaranteeing User Privacy/Confidentiality

That the Congress and state legislatures adopt laws guaranteeing the rights of library patrons to privacy and confidentiality in using library information and materials, and urge compliance with existing confidentiality and privacy statutes. (ACC03-1)

Develop First Amendment Awareness Program

That the National Commission on Libraries and Information Science develop a National Freedom Awareness Program to assist libraries in protecting First Amendment rights of privacy. (ACC03-3)

Ensure Non-Conditional Funds for Legal Material

That federal funding policies for libraries not be conditioned upon the content of material legally acquired with such funding. (ACC03-4)

Mandate Open Access to Information

That federal legislation is needed to mandate open access to information. We encourage the Congress to accept the principles of the Freedom to Read Statements, the American Library Association Library Bill of Rights, and its interpretation pertaining to school library media programs. (ACC03-5)

D. EXPANDING INFORMATION RESOURCES

Ensure Access to Information Resources (*PRIORITY RECOMMENDATION)

That the Congress amend the Freedom of Information Act to ensure access to all non-exempt information, whether received by the federal government or created at public expense, regardless of physical form or characteristics. The Congress should create an advisory committee composed of library professionals, information industry representatives, and the general public to work with federal agencies to advise on the public's needs. (ACC04-1)

Improve Depository Library Access to Electronic Material and Indexing

That the federal government increase support for the Depository Library Program to ensure improved access to information in electronic form and receipt of currently "fugitive" *[difficult-to -locate]* publications. We urge the federal government to provide comprehensive indexing and abstracting for all public documents to provide easy and equitable access for all individuals. (ACC04-2)

Create Scientific Research Information Clearinghouse

That the Congress should enact legislation that would create an "ERIC-like*" information clearinghouse for scientific research, including, but not limited to, federally-funded projects. (ACC04-3)

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* ERIC: Education Resources Information Center

Define 'National Security' More Clearly

That the President and the Congress more clearly and narrowly define "national security" in order to safeguard the public's right to know. We urge the President to direct federal agencies to cooperate with the Depository Program by providing their information (as referred to in Section 1901, Title 44, U.S. Code) to the system. (ACC04-5)

Legislate Preferential Library Telecommunications Rates

That the President and the Congress enact legislation providing preferential telecommunication rates to libraries and encourage states and localities to enact similar legislation. (ACC04-6)

Direct Agencies to Use Library Network for Information Dissemination

That the President and the Congress direct federal agencies to use the nationwide network of libraries as well as the depository library system to disseminate information needed to address and help solve critical national problems. (ACC04-7)

E. ENSURING NO-FEE AND IMPROVED ACCESS

Provide No-Fee Public Access

That public access to information in public fund libraries should be provided on a non-fee basis. (ACC05-1)

Establish Study Group for Underserved Minority Groups

That the President and the Congress establish a study commission to recommend policies and programs to improve access to library and information services for Native Americans, including American Indians, Alaska Natives, Native Hawaiians, and other under-served U.S. population groups. (ACC05-3)

F. REDUCING BARRIERS FOR SPECIAL GROUPS

Improve Support for Blind and Physically Handicapped

That the federal government increase dedicated funding for the Library of Congress Service for the Blind and Physically Handicapped to provide expanded and expedited production of Braille, cassette, and disc books and magazines, as well as the necessary equipment for users. Further, that the Congress legislate funding allocations to ensure the uninterrupted free postal transmission of these materials. (ACC06-1)

Support Multicultural, Multilingual Populations

That the Congress fund library and information service programs to serve our multicultural and multilingual (including deaf culture and American Sign Language) population. The Congress should reauthorize and expand the Higher Education Act (Title II-B) to support training and retraining of people to serve multicultural and multilingual populations. (ACC07-1)

G. PROJECTING FUTURE GOALS

Encourage Innovative Approaches for the 1990s

That the National Commission on Libraries and Information Science should encourage vigorous discussion throughout the 1990s to generate innovative approaches to meet the information needs of all potential library and information service users. (ACC09-1)

II. National Information Policies

National information policies were the second highest area of concern for the delegates. A clear overriding theme of the 19 policy proposals is expanding the flow of information, particularly government information, to the people.

Delegates also voiced their concern that the library and information services community needs greater opportunity for input into federal information policy-making. A key recommendation calls for mechanisms so that WHCLIS recommendations and the work of the Conference can be carried forward.

As in a number of issue areas, recommendations underscore the critical role of libraries and information resources in education. Delegates recommend:

A. ENHANCING INFORMATION DELIVERY

Ensure Equal and Timely Access and Delivery

That actions be undertaken to ensure equal and timely access to information materials through:

- Congressional reduction of current postal rates [for library materials] and increased appropriations for revenues foregone.
- Library access to telecommunications services at reduced cost and without surcharges applied to their use.
- Special attention directed to the needs of geographically-isolated areas, including the territories and the noncontiguous states, to provide more current information and rapid delivery of library materials, regardless of format.
- Congressional monitoring of emerging alternative delivery methods and support for appropriations to subsidize delivery of library materials. (NIP01-1)

B. UPDATING COPYRIGHT PROVISIONS

Amend Copyright Statutes for New Technologies (* PRIORITY RECOMMENDATION)

That, at an early date, the Congress review and amend copyright legislation to accommodate the impact of new and emerging technologies to:

- Ensure that all library and information service users have access to all forms and formats of information and library materials.
- Provide the right to use information technology to explore and create information without infringing on the legitimate rights of authorship and ownership.
- Encourage networking and resource-sharing, while providing appropriate and manageable credit and compensation for authorship or ownership.
- Permit libraries and information services preferential fair-use status equivalent to that of educational institutions. (NIP02-1)

C. ASSURING ACCESS TO INFORMATION

Guarantee Full, Timely Access to Public Information

That the Congress guarantee open, timely, free, and uninhibited access to public information – owned by the people and created, maintained, and held in trust by their government – regardless of format, except where restricted by law. (NIP03-1)

Eliminate Impediments

That neither the Congress nor the Executive Branch abridge or otherwise restrict the right to public information through inappropriate classification, untimely declassification, or privatization of public information, nor decisions be made to eliminate information collection and dissemination programs solely for budgetary reasons. (NIP03-4)

D. DEVELOPING GOVERNMENT INITIATIVES

Provide Incentives for Literacy Program Development

That the Congress provide incentives to:

- Develop and produce quality literacy materials.
- Develop and make available new technologies and equipment to libraries.
- Develop programs in basic literacy and literacy enhancement. (NIP04-1)

Establish Presidential Advisor

Establish an Advisor on Information Policy to the President. (NIP05-1)

Retitle and Restructure the Department of Education

That the President propose to the Congress changing the title of Department of Education to the Department of Education, Libraries and Information Services and restructure the Department accordingly by establishing an Assistant Secretary of Libraries and Information Services. (NIP05-2)

Require Library Participation in Government Actions

That the Congress enact legislation requiring library participation in appropriate governmental actions related to information technology. (NIP05-3)

E. ASSURING INTELLECTUAL FREEDOM

Enact National Information Policies for Democracy (* PRIORITY RECOMMENDATION)

That the Congress enact national information policies which shall include, but are not limited to:

- Declaring libraries as educational agencies essential to free democratic societies.
- Assuring the freedom to read by affirming libraries' obligations to provide, without censorship, books and other materials with the widest diversity of viewpoint and expression.
- Protecting organizational and individual users from scrutiny over which library resources and databases they use. (NIP07-1)

F. EXPANDING NETWORKS AND ACCESS

Create Nationwide Information Infrastructure

That government, industry, and libraries work together to create a nationwide information infrastructure and ensure that all information users have free public access to that infrastructure through libraries. (NIP08-1)

Implement and Extend Transmission Network

That the United States adopt the policy that a fiber-optic transmission network or other comparable transmission technologies be extended to all homes and businesses, and work with other public and private entities to implement this policy. (NIP08-2)

Increase Funding of Depository Programs

That funding for Federal Depository Library programs be increased to ensure public access to all government information regardless of format. (NIP08-3)

Focus on Native American History Information

That, recognizing its special relationship to Native American peoples, the federal government immediately begin a comprehensive program to collect, preserve, and make available documents relating to Native American history, emphasizing equitable access, including electronic formats. (NIP08-4)

G. ASSURING CONFERENCE FOLLOW-UP

Plan Decennial Library Conference

That a White House Conference on Library and Information Services be held and fully funded at least every decade to:

- Establish national goals and priorities in information policy for the next decade.
- Assure effective access and increase the knowledge of all citizens in light of rapid and innovative changes in technology and practice which are inevitable.

Further, that the WHCLIS Task Force be funded in the Conference authorization. (NIP10-1)

Enact Library and Information Services Legislation

That the Congress enact a Library and Information Services Act to carry forward the recommendations of this Conference and implement specific actions, including funding. (NIP10-2)

H. BRIDGING POPULATION DIVERSITY

Encourage Multicultural/Lingual Programs and Staffs (* PRIORITY RECOMMENDATION)

That the President and the Congress enact legislation to authorize and fund a program which:

- Provides financial and technical assistance for library and information services for multicultural, multilingual populations.
- Creates a national database of multicultural, multilingual materials for use by libraries and information services, including research and demonstration projects for model library programs, serving our multicultural and multilingual populations.
- Reauthorizes the Higher Education Act and expands provisions to encourage the recruitment of people of multicultural, multilingual heritage, including those with disabilities, to the library and information services professions, and to support the training and retraining of library and information science professionals to serve the needs of multicultural, multilingual populations. (NIP11-1)

I. INCORPORATING LIBRARIES IN EDUCATION

Designate Libraries As Educational Agencies (* PRIORITY RECOMMENDATION)

That libraries be designated as educational agencies and that the President include members of the library community in implementing *America 2000*, appointing them to serve on relevant task forces and advisory groups. Further, that the Department of Education should designate a school library program officer to oversee research, planning, and adoption of the goals of *Information Power: Guidelines for School Library Media Programs.* The Department of Education shall seek categorical funding for school library media programs. (NIP12-1)

J. SUPPORTING THE BUSINESS SECTOR

Establish Special Business-Focused Information Centers

That federal assistance and support be established for special information centers in nonprofit institutions and public libraries in the areas of business, science, and technology to serve the Nation's business sector, particularly small businesses. (NIP14-1)

K. CODIFYING FEDERAL LIBRARY SERVICES

Designate Information Centers As Governmental Function

That the Congress designate federal libraries, archives, and information providers as "inherently governmental" functions, not subject to mandatory contracting out. Further, that the President instruct the Director of the Office of Management and Budget to remove federal libraries from the list of commercial activities appropriate for contracting out.(NIP15-1)

III. Information Networks Through Technology

High Conference interest in the potential of networking technology resulted in adoption of 16 recommendations.

Delegates expressed support for a comprehensive program for networking and electronic sharing of resources to make more information available to more Americans. Delegates indicated concern that new information technologies be developed, but developed under broad partnerships and uniform standards which support increased access to information for all users. Partners in building this nationwide information network should include federal, state, and local governments, all types of libraries and information centers, schools, and the private sector. Delegates recommend:

A. PLANNING AND COORDINATING ACTION

Provide Leadership for Information-Sharing Networks

That the President and the Congress provide leadership and funding to develop a comprehensive plan for actions at the national, state, regional, and local levels to ensure workable and productive networking and sharing of library and information resources to benefit all people. (NET01-1)

Support Collaboration at All Levels in the Community

That all people have access to community information and referral services. To that end, the federal government must encourage local libraries, (including public, academic, private, school, corporate, correctional, and other special libraries) to collaborate actively with all community service providers and agencies so that libraries will serve as full partners in community progress and planning. These local libraries should employ networks and other means of resource sharing to achieve the widest possible dissemination of information, including, but not limited to, jobs, careers, educational opportunities, health care, productivity, public affairs, and the economy. (NET02-1)

Encourage Cooperative Library Volunteer Groups

That establishing Friends of the Library groups be encouraged for all types of libraries as a matter of national library policy. In preparation for the Year 2000, we support President Bush's call for this type of volunteer effort. In addition, Friends groups should be established at state, territorial, and tribal community levels, and be coordinated with local and regional Friends groups. (NET04-1)

B. SUPPORTING INFORMATION RESOURCES

Fund Libraries Sufficiently to Aid U.S. Productivity (* PRIORITY RECOMMENDATION)

That sufficient funds be provided to assure that libraries continue to acquire, preserve, and disseminate those information resources needed for education and research in order for the United States to increase its productivity and stay competitive in the world marketplace. Thus, a local, state, regional, tribal and national commitment of financial resources for library services is an indispensable investment in the Nation's future. Government and library officials and representatives of the private sector must work together to raise sufficient funds to provide the necessary resources for the crucial contribution information services make to the national interest. The President and the Congress should fully support education and research by expanding and fully funding statutes related to information services, such as the Higher Education Act, Medical Library Assistance Act, Library Service and Construction Act (LSCA), College Library Technology Demonstration Grants, the National Research and Education Network (NREN), and other related statutes. Further, recommend amending Chapter II of the Education Consolidation and Improvement Act to allocate funds for networking school libraries. (NET05-1)

C. ENHANCING DATABASE ACCESS

Support End User Access Through Networks

That the President and the Congress fund and support access to all types of materials and information resources (bibliographic/non-bibliographic, commercial, and non-commercial). Such access should be provided through the development of coordinated networks (electronic, human, organizational). Access for the end user should be addressed when establishing all networks and standards. (NET08-1)

D. PURSUING PUBLIC/PRIVATE COOPERATION

Encourage Partnerships at All Levels

That public and private partnerships at local, state, and national levels be greatly encouraged and expanded to enable all types of libraries and information providers to work together to support national literacy, productivity, and economic development efforts. All levels of the Nation's library community are urged to pursue public/private partnerships to help fund the initial investment in library networking. (NET10-1)

E. COMBINING AND SHARING RESOURCES

Recognize Network Value and Assure Involvement

That librarians, other information specialists, and professional organizations recognize the long-term value to library users and themselves of a national network of libraries, assuring that all types of libraries are access points within the network and supporting use of the network. (NET11-1)

Share Resources and Overcome Existing Barriers

That libraries place a high priority on the sharing of resources with improved staffing, space, equipment, and document-delivery methods for inter-library loan to help meet the information needs of the people. Further, that the barriers which exist at the federal and state level that prevent resource sharing among all types of libraries – academic, public, school, and special – must be recognized and overcome. The concept of multi-type library systems must be endorsed as one acceptable model. (NET11-2)

F. UPGRADING RURAL SERVICES

Develop Networking Equity for Low-Density Areas (* PRIORITY RECOMMENDATION)

That networks connecting small, rural, urban, and tribal libraries be developed and supported at the federal, state, and local levels to ensure basic library services to all end users. Equal opportunity to participate in our country's economic, political, and social life depends upon equal access to information. The federal government should provide

additional funding, based on low-density populations, under the Library Services and Construction Act to address the networking needs of small and rural libraries. All rural and low-density population libraries should be provided with federal funds for a minimum of one access terminal on the National Research and Education Network. (NET12-1)

G. NETWORKING SCHOOL LIBRARIES

Ensure Statutory Support for Role in *America 2000*

That to assure all students have equal access to the Nation's library and information resources, federal and state statutes should be enacted and/or revised, as well as adequately funded, to ensure that all school libraries participate in regional, state, and national networks, and in support of *America 2000*. Every *America 2000* New American School should be networked to share information, resources, and ideas using a technologically advanced library media center as its information technology hub. (NET13-1)

H. ESTABLISHING STANDARDS

Ensure Networking System Compatibility

That networking policies and programs should ensure system compatibility for the free interchange of information by:

- The President and the Congress requiring federally funded network communications architecture, whenever practical, to comply with the National Institute of Standards and Technology's U.S. Government Open System Interconnection Profile standard.
- State and local government entities standardizing their approach to information storage and dissemination. Government agencies must develop and use industry-standard formats for the release and transmission of their information.
- Federal and state library and archival agencies, in concert with standard-setting agencies, ensuring that standards relating to hardware and software compatibility and information interchange are developed and applied, and that these standards ensure the integrity and security of electronic systems and data and the privacy of users. (NET15-1)

I. SHARING LEGAL PROFESSION INFORMATION

Serve As Active Communications Ports

That libraries be encouraged to become active communication ports for legal and government information. (NET16-1)

Designate National Law Library

That the Law Library of the Library of Congress be designated by the Congress as the National Law Library, charged with assuming a leadership role in coordinating access to the literature of the law for the benefit of all library users. (NET16-2

J. ACCESSING THE SPECTRUM OF INFORMATION

Develop Policies, Procedures for Information in All Formats

That appropriate federal agencies, in partnership with public and private organizations, develop uniform policies, standards, and guidelines for management, preservation, and access to government information in all print and electronic formats. (TEC02-1)

K. BUILDING EDUCATION INFORMATION NETWORK

Share Via a National 'Superhighway' (* PRIORITY RECOMMENDATION)

That the Congress enact legislation creating and funding the National Research and Education Network (NREN) to serve as an information "superhighway," allowing educational institutions, including libraries, to capitalize on the advantages of technology for resource sharing and the creation and exchange of information. The network should be available in all libraries and other information repositories at every level. The governance structure for NREN should include representation from all interested constituencies, including technical, user, and information provider components, as well as government, education at all levels, and libraries. (TEC06-1)

Convene Forum for Research and Development Agenda

That the National Commission on Library and Information Services convene a forum of the library, education, and information communities, both public and private sectors, to develop a coordinated national research and development agenda for library and information technologies and a funding strategy. (TEC07-1)

IV. Structure and Governance

Eleven recommendations propose to recognize and strengthen the structure and governance of the library's role in a revitalized educational system for all Americans. Proposals call for increased federal support for library programs and to foster library development, while retaining state and local control of the facilities. Delegates recommend:

A. FORMING NATIONAL-LEVEL OVERSIGHT

Establish Congressional Committees

That both the House of Representatives and the Senate establish a Library and Information Services Committee or subcommittee before the next session of Congress. (GOV01-2)

Establish National Institute

That a National Institute for Library and Information Services be established with a scope consistent with federal library legislation. (GOV01-3)

B. REVISING FISCAL POLICY

Repeal Book Inventory Tax

That Congress repeal the inventory tax on books. (GOV02-1)

Continue Special Postal Rates

That postal revenue foregone and special mailing rates be continued for libraries, including extra-state jurisdictions. (GOV02-2)

Increase Library Allocation As Centerpiece in Education Initiative

That the amount and share of federal funding for libraries be increased, while retaining state and local maintenance of provisions to make library and information services a centerpiece for the education revolution called for in *America 2000*. Further, that Library Services and Construction Act be forward funded. (GOV02-3)

Extend Defense Impact Funds Formula to Libraries

That the Congress extend the impact formula from the Department of Defense budget to support public library services in areas serving military and other federal defense installations. (GOV02-4)

C. IMPLEMENTING EXISTING FEDERAL FUNDING

Support Funding for Agencies in Information Dissemination

That adequate funding be provided to organizations which have national information missions, such as the Library of Congress, National Library of Medicine, National Agricultural Library, National Archives, National Technical Information Service, Government Printing Office, National Endowment for the Humanities, National Commission on Libraries and Information Science, and other appropriate federal agencies charged with information dissemination. (GOV05-2)

Recognize Libraries As Partners in Lifelong Education (* PRIORITY RECOMMENDATION)

That the President and the Congress formally recognize all libraries as educational institutions for lifelong learning by specifically including libraries in all relevant legislation, regulations, and policy statements. This recognition will provide access to funding for adult learning and training, services to children, and efforts to eliminate illiteracy, while placing libraries in partnership with the bold *America 2000* education initiative. The Congress should fund a basic level of services and facilities for public libraries. (GOV05-3)

Reestablish Categorical Funding for School Libraries

That categorical funding be reestablished for school library media programs and resources. (GOV05-5)

Forward Fund LSCA Authorization

That the authorization for the Library Services and Construction Act be fully forward funded as amended and signed by President Bush on March 15, 1990. (GOV05-6)

Redirect LSCA Titles to State Library Agencies

That U.S. Department of Education funding resources and administrative responsibilities for Library Services and Construction Act Titles VI (Library Literacy Programs) and VIII (Family Learning Centers) be redirected and allocated to state library agencies. (GOV05-7)

V. Services for Diverse Needs

Library and information services programs addressing the needs of children, non-readers, persons with disabilities, and diverse populations were of significant concern to the delegates.

Broad-reaching, inclusive programs to permit libraries to fully achieve their role in the educational process are included in this category . These programs would help all Americans – from preschool to the elderly and from all types of educational, economic, cultural, and linguistic backgrounds – to acquire and read the information they need. Delegates recommend:

A. EVALUATING PROGRAM EFFECTIVENESS

Establish Statistical Model for Determining Impact/Needs

That the Department of Education establish a statistical model using existing data to:
- Evaluate the economic, social, educational, cultural, and linguistic impact of libraries and information services on their communities.
- Assess community needs.

This model should be developed to permit use at state and local levels. (SER01-1)

B. ENHANCING LEARNING AND LITERACY

Adopt Omnibus Children and Youth Literacy Initiative (* PRIORITY RECOMMENDATION)

That the President and the Congress adopt a four-pronged initiative to invigorate library and information services for student learning and literacy through legislation which would consist of:

School Library Services Title which would:

- Establish within the U.S. Department of Education an office responsible for providing leadership to school library media programs across the Nation.
- Create federal legislation to provide demonstration grants to schools for teachers and library media specialists to design resource-based instructional activities that provide opportunities for students to explore diverse ideas and multiple sources of information.
- Establish grants to provide information technology to school media centers, requiring categorical aid for school library media services and resources in any federal legislation which provides funds for educational purposes.
- Establish a federal incentive program for states to insure adequate professional staffing in school library media centers. This would serve as a first step towards the goal that all schools be fully staffed by professional school library media specialists and support personnel to provide, facilitate, and integrate instructional programs to impact student learning.

Public Library Children's Services Title which would provide funding support for:

- Demonstration grants for services to children.
- Parent/family education projects for early childhood services involving early childhood support agencies.
- Working in partnership with day care centers and other childhood providers to offer deposit collections and training in the use of library resources.

(Concurrently, funding for programs such as Head Start should be increased for early childhood education.)

Public Library Young Adult Services Title which would provide funding support for:

- Demonstration grants for services to young adults.
- Youth-at-risk demonstration grants to provide outreach services, through partnership with community youth-serving agencies, for young adults on the verge of risk behavior, as well as those already in crisis.
- A national library-based "Kids Corps" program for young adults to offer significant salaried youth participation projects to build self-esteem, develop skills, and expand the responsiveness and level of library and information services to teenagers.

Partnership with Libraries for Youth Title which would provide funding support to:

- Develop partnership programs between school and public libraries to provide comprehensive library services to children and young adults.
- Establish and fund research agenda to document and evaluate how children and young adults develop abilities that make them information literate.
- Establish a nationwide resource-sharing network that includes school library media programs as equal partners with libraries and ensures that all youth have access to the Nation's library resources equal to that of other users.
- Encourage school and public library intergenerational demonstration programs which provide meaningful services (e.g., tutoring, leisure activities, and sharing of books, ideas, hobbies) for latchkey children and young adolescents in collaboration with networks and private organizations, such as conducted by the American Association of Retired Persons (AARP).
- Create family literacy demonstration programs that involve school and public libraries and other family-serving agencies.

- Provide discretionary grants to library schools and schools of education for the collaborative development of graduate programs to educate librarians to serve children and young adults.
- Provide opportunities for potential authors who reflect our cultural diversity to develop abilities to write stories and create other communications media about diverse cultures for youth.

Further, all legislation authorizing child care programs, drug prevention programs, and other youth-at-risk programs should include funds for appropriate books and library materials, to be selected in consultation with professional librarians. (SER02-1)

C. ENABLING FULL PARTICIPATION IN SOCIETY

Emphasize Literacy Initiatives to Aid the Disadvantaged

(* PRIORITY RECOMMENDATION)

That literacy for all people must be an ongoing national priority. Because of the crisis in the disadvantaged rural and urban minority community, particular emphasis should be directed to Native American, African-American, Hispanic, Asian-American, and other minority groups. Literacy initiatives should include the development of a national training model for aiding libraries in establishing, implementing and supporting literacy coalitions. To recognize the central role of libraries as providers of adult, youth, family, and work force literacy services, the Congress should amend the National Literacy Act of 1991. Policy and funding approaches should include:

- Urging the Congress and state legislatures to appropriate funds for libraries to provide basic literacy and literacy enhancement programs and general information services in prisons.
- Developing national training models for aiding libraries in implementing and supporting literacy programs, including development of new technologies and equipment to support literacy services.
- Supporting development, production, and disseminatation of quality literacy materials.
- Reorienting Library Services and Construction Act (LSCA) Titles VI (Library Literacy) and VIII (Library Learning Center Programs) to state-based, rather than discretionary programs, to permit all LSCA literacy and family learning programs within a state to be effectively coordinated with other state and local literacy efforts, regardless of sponsorship.
- Guaranteeing access to literacy training at all levels for people with disabilities by offering such instruction at accessible locations. Funding should be set aside to conduct literacy training programs in Braille and American Sign Language. (SER03-1)

Establish National Coalition for Information Literacy

That the President and the Congress ensure that all Americans have access to sufficient library and information services to enable them to participate meaningfully in the life of our country as citizens and voters, thereby strengthening our democracy, and as producers and consumers, thereby contributing to our economic success. Further, that the President and the Congress establish a National Coalition for Information Literacy to develop a strategic plan for the general development of information literacy skills. Such a coalition would include representatives of schools, libraries, government, labor and industry, parents, and the public at large. (SER05-1)

D. EXPANDING HUMAN RESOURCE DEVELOPMENT

Build on the Present with People-Oriented Services

That the Congress enable all types of libraries to expand their role in human resource development by building on their present activities and providing resources which complement general education and skills training, facilitate employment preparation and career development, and assist individuals in developing their potential to contribute productively to the goals of the Nation. (SER06-1)

E. MEETING NEEDS OF DIVERSE SOCIETY

Target Special-Need Populations

That the Congress enable libraries in our increasingly multicultural and diverse society to target relevant services and programs to the special/unique segments of their community populations, including those with disabilities. Libraries should serve as gateways for actively disseminating information to everyone in the U.S., its states, tribes, and territories, including those in remote areas, through both traditional and nontraditional methods and outlets. Services to reach individuals and families of traditionally underserved populations should be comparable to those services offered to traditional users of service-oriented public libraries. Coalitions should be encouraged among libraries and diverse community groups, government institutions, business, and health care providers. (SER07-1)

Expand Service for Equitable Access by Print Handicapped

That the National Library Service for the Blind and Physically Handicapped of the Library of the Congress establish expanded service to persons who are print-handicapped, including national collections of books and related equipment to create a stronger resource for providing all borrowers with uniformly high quality service. (SER07-2)

F. EXTENDING SERVICE THROUGH OUTREACH

Adopt Proactive Policy for the Underaware, Underserved

That federal priority and economic support be given to establishing libraries as primary information sources for the under-served of the Nation, including these major elements:

- Congressional adoption of a national policy to extend library services through outreach, thus extending the boundaries of traditional library services and reaching people who either cannot avail themselves of library services or are underaware of available services.
- Libraries actively seeking to establish strong coalitions and cooperate in partnerships with government, health care systems, business, education and nonprofit organizations to improve information access, increase public awareness, and support library services for all populations. Expanded library outreach services should not be instituted at the expense of other library or human service programs within the federal budget nor be funded by user fees.

Further, that the federal government pass legislation to provide funding for libraries to offer programs or serve as a resource in such diverse areas as intergenerational programming, literacy tutoring, parent training, family programs, young adult programming, and early-childhood programs such as Head Start, day care provider programs, homework hot lines, after-hours reference service, and summer enrichment, among others. (SER08-1)

VI. Training to Reach End Users

Within the five recommendations dealing with training, the Conference recognized that the library community must reach out to potential and traditional users by demonstrating the value of libraries, clearinghouses, and information centers and educating patrons to benefit the most from those resources. Delegates recommend:

A. TRAINING IN USE OF TECHNOLOGY

Expand Support for Lifelong Education

That expanded funding for various lifelong learning programs is necessary for libraries to continue their leadership role in the educational process. For example, Jobs Training Partnership Act programs and guidelines should be expanded to foster collaboration between libraries and other training facilities. (TRA01-1)

B. BUILDING INFORMATION PROCESSING SKILLS

Establish Presidential Total Quality Management Award

That a Presidential Total Quality Management award, similar to the Malcolm Baldridge Award for business excellence, be established, funded, and administered through the National Commission on Libraries and Information Science to encourage continuous improvement, focus on user empowerment, high standards, statistical measures, and staff development and training. (TRA02-1)

C. ENCOURAGING LIFELONG LEARNING EFFORT

Extend User-Friendly Technology to All Citizens

That user-friendly technology be available to all citizens to enhance their lifelong learning efforts. (TRA03-2)

D. ENHANCING HIGHER LEARNING INSTITUTIONS

Train Students in Library and Information Services

That universities and other educational institutions of higher learning have a responsibility to train their students in the use of libraries and other information services. (TRA04-1)

E. IMPROVING END-USER TRAINING

Provide Grants for Innovative Model Training Projects

That grants be provided for innovative model training projects, dissemination of project evaluations, and replication of validated projects, including establishing a directory of validated projects available to libraries, especially small and rural libraries. (TRA06-1)

VII. Personnel and Staff Development

Four recommendations propose programs expanding professional and staff development and preparing more people in the library and information services field, especially those interested in working with underserved populations. Delegates recommend:

A. EXPANDING PROFESSIONAL EDUCATION

Study Alternative Approaches with Accredited Schools

That the Division of Library Programs, U.S. Department of Education, fund an exploratory, cooperative study with American Library Association-accredited library schools to develop alternative delivery systems for graduate programs in library and information science for those individuals who are unserved or unde-served. Further, that the Congress establish and fund a National Library Corps so that no person is prevented from obtaining a library education because of a lack of financial means. The Corps would promote early recruitment, scholarships, zero percent interest loans, or loan forgiveness in exchange for employment in areas of critical needs. (The National Library Corps would not preclude the re-authorization and funding of Higher Education Act, Title II-B, which provides fellowships for the education of professional librarians, including minorities, to serve in the Nation's libraries.) (PER01-1)

Target Graduate Education Funding to Aid Shortage Areas

That federal funds targeted for graduate education in library and information science be made available to individuals whose educational skills and career plans will commit them to serve in geographical areas where shortages of trained personnel exist or where specific skills are needed. (PER01-2)

B. SUPPORTING CONTINUING EDUCATION

Provide Scholarships, Grants, and Loans at All Levels

That the federal government support continuing education in library and information science, staff development, and training by providing scholarships, grants, and loans for library staff at all levels. This would include funds for demonstration projects, such as distance learning, and be made available to individuals whose educational skills and career plans will commit them to serve in geographical areas where shortages of personnel exist, or where specific skills are needed. (PER02-1)

C. BUILDING RECRUITMENT

Increase Support to Attract Multicultural Professionals

That funding agencies in the public and private sectors increase their support of fellowships and scholarships for minority library students and library and information professionals and, along with library schools, assume responsibility for the recruitment of culturally-diverse populations into the library and information service professions. Therefore, recommend that libraries and library services of historically black colleges and universities be adequately funded and strengthened to prepare for *Workforce 2000* and that special funds be designated for the library and information programs at Atlanta University and North Carolina Central University, which are accredited by the American Library Association. (PER4-1)

VIII. Preservation of Information

Three recommendations support ensuring the nationwide preservation of information resources through implementation of preservation training programs, use of non-paper media, and development of new technologies and procedures. Delegates recommend:

A. DEVELOPING NATIONAL PRESERVATION POLICY

Adopt National Program for Information Preservation (* PRIORITY RECOMMENDATION)

That the Congress adopt a national policy to ensure the preservation of our information resources. The assessment of preservation needs should be clearly articulated, with adequate funding provided for policy implementation. This policy should include:

- A broad-based program of preservation education and training essential to the long-term development of a multi-institutional preservation effort.
- A comprehensive policy for preserving information in non-paper media.
- The development and dissemination of new technologies, standards, and procedures in our libraries, archives, and historical organizations.
- Increased federal funding to support existing regional preservation centers and to create

new centers in unserved regions of the country. Together, these resources will help to ensure that small libraries, archives, and historical organizations will have access to the information and services they need to preserve their collections. (PRE01-1)

Provide Necessary Resources for Preservation

That states* be provided with the resources necessary to preserve historical and cultural information held in their libraries, archives, and historical organizations. *The term "states" includes the American Indian Tribes, District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the U.S. Virgin Islands, the Commonwealth of the Northern Mariana Islands, and the Trust Territory of the Pacific Islands (the Republic of the Marshall Islands and the Federated States of Micronesia.) (PRE02-1)

B. PRESERVING CONFERENCE FINDINGS

Publish Summary Report in Durable Form

That the Summary Report of the White House Conference on Library and Information Services be published in permanent, durable form. (PRE03-1)

IX. Marketing to Communities

The Conference passed two recommendations to improve the marketing of library and information services, calling for an evaluative study on the impact of libraries in the communities they serve and the creation of a model library and information services marketing program. Delegates recommend:

A. EVALUATING AND MARKETING LIBRARY SERVICES

Create Model Library Marketing Programs (* PRIORITY RECOMMENDATION)

That model programs be created to market libraries to their publics, emphasizing the library as a resource to meet educational, business, and personal needs. The models should promote all elements and components of the library community. The Congress also should appropriate funds to create the models for implementation on the local level. (MAR01-1)

Evaluate and Develop Model Assessment

That the President direct the Department of Education to research and evaluate the impact of libraries in their communities and assess community needs. A model should be developed for use by state and local governments to promote the effectiveness of libraries in enhancing the productivity of the American workforce. (MAR01-3)

PETITIONS

(As adopted by Conference delegates)

On Handicapped Young People

THEREFORE, BE IT RESOLVED that this Conference bring attention to the need for appropriate reading materials and programming for children and young adults with assorted disabilities: Perceptual, neurological, binocularity, ocular motility, dyslexia, etc., as well as blindness, and to increase the education of librarians adequately to meet the demands of our handicapped young people. (PETITION 01)

On the People's Information Bill of Rights

The People's Information Bill of Rights:

- All people are entitled to free access to the information and services offered by libraries, clearinghouses, and information centers.
- All people are entitled to obtain current and accurate information on any topic.
- All people are entitled to courteous, efficient, and timely service.
- All people are entitled to assistance by qualified library and information services personnel.
- All people are entitled to the right of confidentiality in all of their dealings with libraries, clearinghouses, information centers, and their staffs.
- All people are entitled to full access and service from library and information networks on local, state, regional, and national levels.
- All people are entitled to the use of a library facility or information center that is accessible, functional, and comfortable.
- All people are entitled to be provided with a statement of the policies governing the use and services of the library, clearinghouse, or information center.
- All people are entitled to library and information service that reflects the interests and needs of the community. (PETITION 05)

On Air Mail Rates for Insular and Outlying Areas

RESOLVED that delegates to the WHCLIS recommend that the federal government request the U.S. Postal Service to modify its code to allow insular territories and commonwealths in the Pacific and Caribbean and the noncontiguous states of Alaska and Hawaii to receive air mail service for delivery of library materials sent via special library third- or fourth-class rates. (PETITION 03)

On Native American Library and Information Services

A. General Policy

1. THEREFORE, BE IT RESOLVED that it shall be the policy of the federal government to ensure that all Native Americans possess a basic program of public library and information services, including adequate facilities, print and nonprint resource collections, equipment, properly trained library and information personnel, and regional Native American networking infrastructures, and to encourage all states to adopt this policy within their state library-development programs.
2. BE IT FURTHER RESOLVED that in order to provide for the proper implementation of this policy, Title IV of the Library Services and Construction Act (LSCA) should be amended as follows to include:

Part A. Basic grants and supplemental entitlement should be funded by an LSCA set aside.

Part B. Special Projects. Provision of $5,000,000 per fiscal year with three years of forward funding with a 20 percent matching requirement, continuation contingent upon positive evaluation.

Part C. Training and Education. Provision of $1,000,000 for the first year, plus such sums as are required for subsequent years for 1) fellowships, 2) traineeships, 3) institutes and workshops.

Part D. Research and demonstration studies.

Part E. National Technical Assistance, Training, and Information Technology Center.

Part F. Literacy. Discretionary funds for children, youth, and adults.

Part G. National Advisory Committee on Native American Libraries, members to be appointed as follows: 4 by House; 4 by Senate, 4 by President, 4 by Chair of NCLIS – 10 of these members shall be Native Americans nominated by Native American governments, organizations, and communities. This committee will be under the jurisdiction of the permanent independent National Commission on Libraries and Information Science, and will have a separate appropriation to carry out these activities.

Part H. All programs will be administered by a special Library Services for Native Americans Branch within the Office of Library Programs (Office of Educational Research and Improvement), for which Indian preference shall be applied for staffing according to regulations prescribed by the Bureau of Indian Affairs (BIA). Additionally, adequate technical support and sufficient funds shall be provided to enable the professional staff to visit 10 percent of all program grantees annually.

B. Technical Amendments to Legislation Affecting Native American Libraries

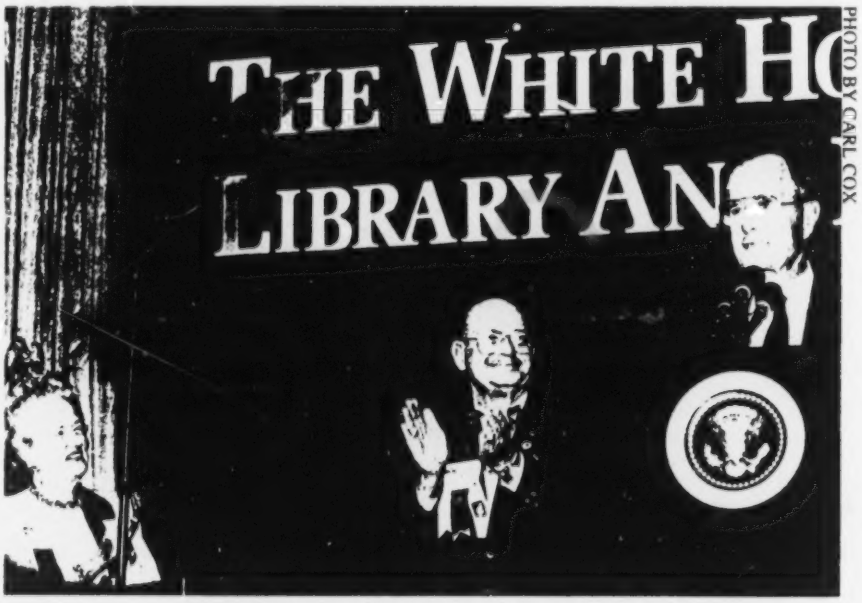
1. BE IT RESOLVED that the Children's Television Act of 1989 be amended to include a Native American set-aside providing the following:
    a. Require the FCC to mandate children's programming to include subjects especially representing acceptable and appropriate depictions of Native American history and culture.
    b. Ensure that current positive lifestyles and contributions of Native American people are represented accurately.
2. RESOLVED FURTHER that the National Museum of the American Indian Act be amended to provide for establishment of a National Native American Library Center within the Museum of the American Indian to:
    a. Implement the long-range strategic plan for development of library and information services to Native Americans as continually modified, monitored, and reevaluated by the tribal governments operating under it.
    b. Serve as a stimulus and focal point for the preservation, production, collection, and distribution of materials of interest to Native American libraries.
    c. Operate as a clearinghouse and referral center for materials (including oral history and language materials).
    d. Provide technical assistance through a bank of Native American resource people who can provide intensive, short-term help through a "TRAILS-like" on-going program (the TRAILS program was a telephone based materials and technical assistance clearinghouse).
    e. Facilitate a national network capability.
    f. Establish links between the National Native American Library Center and high school and college counselors regarding library career training opportunities for Native American students.
    g. Encourage a horizontal approach to information access funding within BIA and other federal agencies so that health, social services, economic development, job training, and other programs carry their own information services support components.
3. RESOLVED FURTHER that the Depository Library Program Act be amended to permit each tribal government or reservation to designate one library on or near a reservation as a depository library for publications of the U.S. Government.
4. RESOLVED FURTHER that the High-Performance Computing Act of 1990 be amended to include Native American involvement in a coordinated federal research program to ensure continued U.S. leadership in high-performance computing.
5. RESOLVED FURTHER that the Higher Education Act of 1966, which includes Native American Culture and Arts programs, be amended to provide the rewriting of Native American materials, including textbooks to correct inaccuracies as written by non-Native American authors and historians.
6. RESOLVED FURTHER that the Hawkins-Stafford Elementary Secondary Act be amended to provide for cooperative library programs in conjunction with other child-serving agencies. Schools serving Native American children should be enabled to provide special after-school and homework help and tutoring programs in collaboration with other agencies providing similar help.

7. RESOLVED FURTHER that the Community Services Act, which contains provision for the administration of Native Americans, be amended to provide:

a. Family literacy programs for all Native American communities.
b. Coordination of existing resources such as child-care centers, health care programs, foster grandparents programs, and adult basic education programs.
c. Culturally based programs which incorporate the oral tradition, Native American cultural materials, and the utilization of elders for intergenerational impact.

8. RESOLVED FURTHER to amend the Act authorizing the U.S. National Center for Education Statistics (NCES) to mandate that NCES collect statistical information on tribal libraries and tribal archives, including the same questions collected for other library services and additional questions, as needed, to reflect the uniqueness of tribal collections.

9. RESOLVED FURTHER that the National Endowment for Humanities Act be amended to set aside no less than $500,000 or 10 percent (whichever is the greater) annually for special purpose grants to tribal libraries.



NCLIS Chairman Charles Reid (center) and Vice Chairman Elinor Swaim welcome President Bush to the 1991 Conference.

C. Information Technology

1. NOW, THEREFORE, BE IT RESOLVED that grants be made available to Native American libraries for the purchase of high technology equipment and computer hardware and software.

2. BE IT FURTHER RESOLVED that technical training be provided for Native American library staff to adapt and develop more appropriate and a greater number of technical tools to meet the specific needs of Native American libraries.

3. BE IT FURTHER RESOLVED that a major initiative, including funding, be provided for telecommunications for Native American library information systems (i.e., telephones, facsimile, satellite, fiber optics, and other state-of-the-art technology).

D. Sovereignty

1. NOW, THEREFORE, BE IT RESOLVED that libraries be asked to implement policies which expressly support tribal sovereignty, and
2. BE IT FURTHER RESOLVED that the White House Conference on Library and Information Services adopt and express, as a part of their library policy, support for the existence of tribes and their inherent sovereignty.

E. Professional Development of Library Personnel

1. NOW, THEREFORE, BE IT RESOLVED that scholarships, internships, and training assistance funds be provided under a special legislative initiative to:
    a. Develop Native American library professionals and paraprofessionals.
    b. Acquire resources and funding for continuing education and professional development of Native American library personnel and library and information supporters, particularly in the areas of oral history, preservation, audio-visual production, and management of small/rural libraries.
    c. Support travel and stipends for representatives in fieldwork and practice.
    d. Allow travel, honoraria, and housing for resource people to visit Native American libraries.
2. BE IT FURTHER RESOLVED that training and development programs and funds be provided for local community-based boards, volunteers, and tribal members.

F. Information and Cultural Needs

1. NOW, THEREFORE, BE IT RESOLVED that federal and tribal programs providing support to organizations active in the area of cultural and historical preservation need to provide stronger financial, technical, and administrative support.
2. BE IT FURTHER RESOLVED that federal programs which depend on state-directed boards to administer grant applications should discontinue this process and establish boards of tribal people actively involved in similar programs and tribal elders to aid in grant application review.
3. BE IT FURTHER RESOLVED that all federal and federally-funded programs which hold information about a specific tribe provide copies of that material to the tribe of origin, or, where adequate facilities exist, that arrangements be made for the return of original material.
4. THEREFORE BE IT RESOLVED that an inventory of tribal resources and archives shall be conducted and continued on an ongoing basis, at both tribal and off-research libraries.

G. National Native Library Technical Assistance Center

1. NOW, THEREFORE, BE IT RESOLVED that the Congress authorize the establishment of a National Native Library Technical Assistance Center and appropriate, adequate, ongoing funding to provide:
    a. Technical assistance in library operations, funding, grant writing, etc.
    b. Staff training, both on-site and remote.
    c. Information and referral via a toll free number.

d. Monthly newsletter.
e. Development and dissemination of training materials, such as manuals, videos.
f. Materials on training, selection, and other professional issues.

2. BE IT FURTHER RESOLVED that the Center must be governed by a Board of Directors, with membership comprised of at least 60 percent Native Americans, whose purpose will be to serve the needs of Native American communities to improve library services and the advancement of information technology.

H. Dynamic Role of Native Libraries

1. NOW, THEREFORE, BE IT RESOLVED that libraries and Native governments and communities be given resources to encourage matching library activities to community programs and priorities.
2. AND FURTHER, BE IT RESOLVED that Native American libraries be encouraged to institute innovative programs based on community needs.

I. Information Clearinghouse

1. NOW, THEREFORE, BE IT RESOLVED that a national clearinghouse and information center, with regional branches to allow networking within the Native American community, be established.

J. International Cooperation

1. NOW, THEREFORE, BE IT RESOLVED that appropriate legislation be enacted and international agreements made, particularly with Canada, to permit open and speedy electronic and manual delivery of documents and services across boundaries, and
2. BE IT FURTHER RESOLVED that international cooperation be sought to facilitate access to appropriate foreign collections.

K. State-Tribal Cooperation

1. NOW, THEREFORE, BE IT RESOLVED that all states in which reservations are located and/or have significant Native American populations be urged to promptly implement similar legislation.
2. BE IT FURTHER RESOLVED that the federal government encourage, by legislation or policy, state governments to enter into a memorandum of understanding with tribal governments and libraries, when desired and requested by the Native American people.
3. BE IT FURTHER RESOLVED that Congress encourage states to recognize Native American governments, organizations and libraries as direct recipients of state-administered funds allocated to library and information service programs.
4. BE IT FURTHER RESOLVED that Native Americans be represented on various policy boards and organizations at the local state and national level.
5. BE IT FINALLY RESOLVED that this initiative be accom plished in recognition and support of Native American sovereignty and developmental needs.

L. Standards and Certification

1. NOW, THEREFORE, BE IT RESOLVED that Congress should provide resources for Native American government organizations and libraries to come together to develop library standards, including personnel certification and staffing standards specific to their special program needs.
2. BE IT FURTHER RESOLVED that Congress should mandate that federal and state agencies recognize Native American government- or organization-operated library/ information service certification and training programs as complying, for all purposes, with state or federal standards.

M. Government Library Relationships

1. NOW, THEREFORE, BE IT RESOLVED that the National Congress of American Indians membership issue a policy statement supporting a priority for the role and needs of our libraries.

N. Private Sector

1. NOW, THEREFORE, BE IT RESOLVED that the Indian pre-conference to the White House Conference on Library and Information Services, promote and encourage foundations and businesses to assist in the development of Indian libraries.

O. Scholarships

1. NOW, THEREFORE, BE IT RESOLVED that Congress establish a scholarship or fellowship program for Native American individuals for baccalaureate or graduate degrees in library science or library management with certification.
2. BE IT FURTHER RESOLVED that Congress establish a scholarship or fellowship program for which Native Americans and organizations are eligible to enable the Native American entities to negotiate with schools of library science to provide specific academic programs to meet the special needs of Native American libraries and information centers.
(PETITION 07)

On Creating a New Generation of Libraries

1. Congress shall retain and expand the Library Services and Construction Act (LSCA) to assist in the redefinition of library and information services to children and youth, families and communities, including training, needs assessment, community coalition building, cultural awareness and sensitivity, and similar issues that work toward and support community-wide strategies for achieving our goals.
2. Congress shall include in the reauthorization of the Higher Education Act (HEA) support for the recruitment, training, and retraining of people to serve multicultural, multilingual populations.
3. Congress shall support research and demonstration projects on model library and information programs to serve multicultural, multilingual populations.

4. Congress shall enact legislation to provide categorical aid for the Nation's school libraries, media services, and resources.
5. A national bibliographic database shall be developed to ensure in the identification of and access to multicultural, multilingual resources and materials through linkages among institutions, collections, and communities that serve their needs.
6. The U.S. Department of Education shall acknowledge the number of children from multicultural, multilingual populations who are being served by the Nation's schools by:
   a. Emphasizing the establishment and strengthening of school library media programs in every school in the Nation.
   b. Encouraging the development of curricula which value and celebrate the Nation's pluralism and diversity by supporting programs of training and retraining of people who work in the Nation's schools in cultural awareness and sensitivity.
   c. Disseminating the results of research through the Nation's libraries.
7. Congress shall recognize library and information service programs as significantly contributing to the lifelong learning of the Nation by encouraging the use of libraries as providers of literacy services to multilingual, multicultural populations. (PETITION 08)

On Automating and Networking Libraries on Guam

That the Government of Guam and the federal government appropriate funds needed for library and information automation, networking, and training to link island libraries, clearinghouses, and information centers. (PETITION 09)

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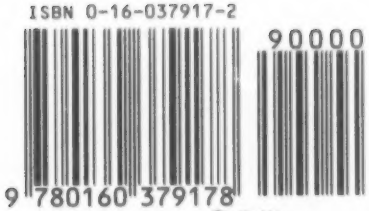

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